

Sample Question Paper

AS Sociology

H182/02 Researching and understanding social inequalities

Time allowed: 1 hour 30 minutes

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 **60**.
- 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 those who were part of a culture of drinking alcohol and committing acts of violence in city centres at night-time. The researchers used an ethnographic approach which involved a combination of unstructured and semi-structured interviews together with observation to collect their evidence. Over a one-year period they spent time interviewing and observing about 40 young people (mostly aged between 18 and 25) who lived in the North-East of England. Most of these young people worked in insecure, casual jobs and spent much of their leisure time in pubs and clubs in the city centre. The findings of the study uncovered the pressures on young working-class males to be seen as masculine through drinking excessively and proving themselves through fighting. This was linked to them being able to achieve the status they were unable to get from work and employment.

- 1 Outline the concept of quota sampling. Identify and explain an example to support your answer. [4]
- 2 Outline the concept of primary data. Identify and explain **one** example of primary data in **Source A**. [4]
- 3 Explain **two** strengths of using ethnographic methods to study the lives of working-class young people. Use evidence from **Source A** to support your answer. [8]
- 4 Explain how structured interviews could be used to investigate the perceived effects of deprivation on education.
Discuss **one** strength **and one** weakness of using this method to study this topic [16]

Section B

- 5 Outline the concept of vertical segregation. Identify and explain an example to support your answer. [4]
- 6 Explain **two** ways in which working class people are disadvantaged in society. [8]
Use your knowledge of sociological theories, concepts and evidence to support your answer.
- 7* Evaluate the functionalist view that the roles of men and women should be different. [16]
Use your knowledge and understanding of sociological theories, concepts, evidence and research methods **from across your full course of study** to support your answer.

END OF QUESTION PAPER

DRAFT

OCR

Oxford Cambridge and RSA

Copyright Information

Source A: Adapted from: Winlow, S. and Hall, S. (2006) *Violent Night: Urban Leisure and Contemporary Culture*. Oxford: Berg. Reproduced with permission.

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download from our public website (www.ocr.org.uk) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact The OCR Copyright Team, The Triangle Building, Shaftesbury Road, Cambridge CB2 8EA.

OCR is part of Cambridge University Press & Assessment, which is itself a department of the University of Cambridge.



Oxford Cambridge and RSA

Sample Mark Scheme

AS Sociology

H182/02 Researching and understanding social inequalities

MARK SCHEME

Duration: 1 hour 30 minutes

MAXIMUM MARK 60

Version: **Sample**

This document has 18 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 Outline the concept of quota sampling. Identify and explain an example to support your answer. [4]			
AO1 Knowledge and Understanding (AO1 x 4)			
1 mark - Brief outline of quota sampling given.	1 mark - The outline of quota sampling is fully developed/further elaborated.	1 mark – An accurate example of quota sampling is identified.	1 mark – The example given is accurately explained in relation to the concept of quota sampling.
AO1 INDICATIVE CONTENT			
<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. Any other reasonable outline. 	<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. This method is often used by market researchers like T.V. news companies to find out voter preferences at elections. Any other reasonable elaboration/development. 	<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. Any other reasonable example. 	<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. Any other reasonable explanation.

Q2 Outline the concept of primary data. Identify and explain example of primary data in Source A. [4]			
AO1 Knowledge and Understanding (AO1 x 2)		AO2 Knowledge and Understanding (AO2 x 2)	
1 mark - Brief outline of primary data given.	1 mark - The outline of primary data is fully developed/further elaborated.	1 mark – An accurate example in Source A is identified.	1 mark – The example selected is accurately explained in relation to the concept.
AO1 INDICATIVE CONTENT		AO2 INDICATIVE CONTENT	
<ul style="list-style-type: none"> Primary data is the collection of first-hand information, through methods such as surveys, questionnaires and interviews. Any other reasonable outline. 	<ul style="list-style-type: none"> This means that the researcher or research team carries out their own research by going directly to the participants rather than relying on pre-existing information. Any other reasonable elaboration/development. 	<ul style="list-style-type: none"> For the research in Source A the two researchers used semi and unstructured interviews and observations to collect their own primary data. Any other reasonable example. 	<ul style="list-style-type: none"> By collecting the data themselves, the two researchers were able to focus specifically on the culture of the young working-class people. They could gather information about their participation in violence and drinking alcohol and start to understand how and why this was linked to their desire for status. Any other reasonable explanation.

Q3 Explain two strengths of using ethnographic methods to study the lives of working-class young people. Use evidence from Source A to support your answer. [8]		
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 4)
4	4 marks The response shows excellent relevant knowledge and understanding of sociological material (research methods). The response is clear, accurate and detailed throughout.	4 marks The response shows an excellent ability to apply relevant sociological material (research methods) by using the selected sociological evidence consistently to explicitly address the specific question. There is effective engagement with, and use of, the source material.
3	3 marks The response shows good relevant knowledge and understanding of sociological material (research methods). The response is clear, generally relevant, accurate and mostly detailed.	3 marks The response shows a good ability to apply relevant sociological material (research methods) by frequently using the selected sociological evidence to explicitly address the specific question. Generally, there is good engagement with, and use of, the source material.
2	2 marks The response shows limited knowledge and understanding of sociological material (research methods). The response is sometimes clear but contain inaccuracies that undermine the response and lacks detail.	2 marks The response shows a limited ability to apply relevant sociological material (research methods) by occasionally attempting to use the selected sociological evidence to address the specific question. There is a limited attempt to engage with, or use, the source material.
1	1 mark The response shows basic knowledge and understanding of sociological material (research methods). The response is unclear, inaccurate and not detailed.	1 mark The response shows a basic ability to apply relevant sociological material (research methods). The material may be tangential to the question or have marginal relevance. There is a basic attempt to engage with the source material that may only be implied.
0	0 marks No creditworthy response.	0 marks No creditworthy response.

Q3 Explain **two** strengths of using ethnographic methods to study the lives of working-class young people. Use evidence from **Source A** to support your answer. [8]

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 application.

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** strength – (and therefore don't fully respond to the demands of the question) are limited to Level 2 (for both AO1 and AO2). Indicative content provides ideas for content that might be covered, however does not represent a full answer to any question and all responses should be linked to the focus of the question and the weighting of the assessment objectives.

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT
<ul style="list-style-type: none"> • A strength of ethnographic research can be considered high in validity, especially in terms of capturing authentic, in-depth, and contextually relevant data, meaning researchers can develop an understanding of the meaning and reasons behind behaviours shown. • A strength of ethnographic research is that it often includes unstructured interviews which allows researchers to build rapport and develop an empathic understanding of the group and also achieve verstehen. • A strength of ethnographic research is that it uses predominantly interpretivist methods which combined can produce the most valid and true to life data compared with any other standalone research method. • Any other reasonable point. 	<ul style="list-style-type: none"> • Source A used three types of methods (triangulation) to make sure the findings were as accurate as possible. This allowed for both qualitative and quantitative data on the lives of working class young people to be used. This would allow the researchers to use a slightly bigger sample than normal during ethnographic research meaning they could see first-hand the reason why there was such a clear culture for young working-class people based on alcohol and violent crime. • Source A states the sample were mostly aged between 18 and 25 in the North-East of England where there was a clear and large group of young working-class people. Observing the sample of young people in their workplaces and in their leisure time helped the researchers to build up a fuller picture of their lives. This will have increased the accuracy of the data as they can see for themselves any correlations between work and home lives and better understand the young people's motivations and emotions. The sample may have been apprehensive about opening up to the researchers in interviews so the observations add an extra layer to the research to get around this issue. • 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. The interviews and observations will have combined to produce the most valid data possible as rapport could be built with the young people, facilitating verstehen and empathy. • Any other reasonable point.

Q4 Explain how structured interviews could be used to investigate the perceived effects of deprivation on education. Discuss one strength and one weakness of using this method to study this topic. [16]			
Level	AO1 Knowledge and Understanding (AO1 x 5)	AO2 Application (AO2 x 5)	AO3 Analysis and Evaluation (AO3 x 6)
4	4-5 marks The response shows excellent relevant knowledge and understanding of sociological material (research methods). The response is clear, accurate and detailed throughout.	4-5 marks The response shows an excellent ability to apply relevant sociological material (research methods) by using the selected sociological evidence consistently to explicitly address the specific question.	5-6 marks The response shows an excellent ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present clear and detailed arguments and make sound judgements. Both a strength and weakness are discussed.
3	3 marks The response shows good relevant knowledge and understanding of sociological material (research methods). The response is clear, generally relevant, accurate and mainly detailed.	3 marks The response shows a good ability to apply relevant sociological material (research methods) by frequently using the selected sociological evidence to explicitly address the specific question.	3-4 marks The response shows a good ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present clear arguments and make reasonable judgements. Both a strength and weakness are discussed.
2	2 marks The response shows limited knowledge and understanding of sociological material (research methods). The response is sometimes clear but contain inaccuracies that undermine the response and lacks detail.	2 marks The response shows a limited ability to apply relevant sociological material (research methods) by occasionally attempting to use the selected sociological evidence to address the specific question.	2 marks The response shows a limited ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to attempt to present limited arguments and make judgements. Only a strength or weakness might be discussed.
1	1 mark The response shows basic knowledge and understanding of sociological material (research methods). The response is unclear, inaccurate and not detailed.	1 mark The response shows a basic ability to apply relevant sociological material (research methods). The material may be tangential to the question or have marginal relevance.	1 mark The response shows a basic ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods). Attempts to present arguments and make judgements will be very basic and brief, if present at all. Only a strength or weakness might be discussed.
0	0 marks No creditworthy response.	0 marks No creditworthy response.	0 marks No creditworthy response.

Q4 Explain how structured interviews could be used to investigate the perceived effects of deprivation on education.

Discuss **one** strength **and** **one** weakness of using this method to study this topic. [16]

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 application.

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

Indicative content provides ideas for content that might be covered, however does not represent a full answer to any question and all responses should be linked to the focus of the question and the weighting of the assessment objectives.

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT	AO3 INDICATIVE CONTENT
<p>Knowledge/understanding of relevant research methods. E.g.</p> <ul style="list-style-type: none"> Structured interviews involve the researcher often reading out a list of closed questions from an interview schedule which is basically like a questionnaire. They will then use tick boxes or write down brief answers given by the respondent. The interviewer does not normally add questions in and will normally just repeat questions if they haven't been heard properly or fully understood. This helps keep the research moving quickly. Structured interviews allow no flexibility in how questions should be asked by the researcher. They are asked in the same order and with the exact same wording in every interview and by every researcher. The quantitative data gathered from structured interviews can easily be converted into graphs, tables and statistics. This allows for patterns and trends to be identified and comparisons to be made. 	<p>Using the selected sociological research methods to explicitly address the question. E.g.</p> <ul style="list-style-type: none"> Structured interviews could be conducted in a sample of schools in deprived areas and wealthier areas with young people. This would allow comparisons to be made and would also allow researchers to consider how other factors such as gender and ethnicity may be relevant to young people's experiences of education. If researchers want to include older people in their sample to find out how deprivation impacted on their education when they were at school then these people are likely to be working and busy with family life. Structured interviews can be used as questions are quick to answer. Structured interviews could also be used with members of staff in a sample of schools to see how they think deprivation impacts education as they have relevant and detailed knowledge of the young people. As the method is structured it will be quick to conduct therefore a large sample can be gained to help with representativeness. Statistics are more likely to be used by government organisations to evidence areas 	<p>Analysing and evaluating the theories, concepts, evidence and research methods to...</p> <p>- Present arguments and make judgements. E.g.</p> <p><u>Possible strengths of using the structured interview method:</u></p> <ul style="list-style-type: none"> This type of method allows the researcher to gain plenty of good quality quantitative data which then means findings can be easily shown. The true effects of deprivation on education outcomes can then be evidenced across a variety of relevant contexts and settings. If the questions remain the same and don't deviate from the interview schedule, then the research can be seen as reliable. This is important to researchers using positivist methods. Marxists might argue that a strength of this type of method is that the data can support the argument that the education system perpetuates social class inequalities. <p><u>Possible weaknesses of using the structured interview method:</u></p> <ul style="list-style-type: none"> If interviewing young people, they may not understand the questions being asked or want to impress the researcher if they are from a deprived area, resulting in the research's validity being seriously affected. 'In a structured interview there is no chance to probe respondents further or rephrase questions and this can be a real barrier for researchers.' Some respondents may react negatively to being asked about whether they are deprived from an interviewer that is likely to be from a different social class. This then affects the rapport the interviewer can establish and so reduces both verstehen and validity. This gap between

<ul style="list-style-type: none"> Any other reasonable point. 	<p>that need to be focused on. Schools and teachers regularly use statistics to help influence their school approach to supporting deprived individuals in education.</p> <ul style="list-style-type: none"> Any other reasonable point. 	<p>researcher and respondent is hard to bridge within the confines of an inflexible structured interview.</p> <ul style="list-style-type: none"> The statistics generated by structured interviews can easily be manipulated to advance a government policy or to support a pressure group who is campaigning for new policy on deprived children in education. Feminist would also argue that the statistics might ignore the gendered experiences of deprivation and government policy could be swayed as a result. Any other reasonable point.
---	---	---

Section B

Q5 Outline the concept of vertical segregation. Identify and explain an example to support your answer. [4]			
AO1 Knowledge and Understanding (AO1 x 4)			
1 mark - Brief outline of vertical segregation given.	1 mark - The outline of vertical segregation is fully developed/further elaborated.	1 mark – An accurate example of vertical segregation is identified.	1 mark – The example given is accurately explained in relation to the concept of vertical segregation.
AO1 INDICATIVE CONTENT			
<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. Any other reasonable outline. 	<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. The concept of the 'glass ceiling' is relevant here as it explains the difference in social mobility between women and men. Any other reasonable elaboration/development. 	<ul style="list-style-type: none"> 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. The gender pay gap is on average 20% where men are earning more than women and progressing up the ladder more quickly. Any other reasonable example. 	<ul style="list-style-type: none"> Ethnic minorities tend to struggle to progress in the same way as their White counterparts. Women tend to lack progression into management roles at the same rate as men. Any other reasonable explanation.

Q6 Explain two ways in which working class people are disadvantaged in society. Use your knowledge of sociological theories, concepts and evidence to support your answer. [8]		
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 4)
4	4 marks The response shows excellent relevant knowledge and understanding of sociological material (theories, concepts and evidence). The response is clear, accurate and detailed throughout.	4 marks The response shows an excellent ability to apply relevant sociological material (theories, concepts and evidence) by using the selected sociological evidence to explicitly address the specific question. There is excellent application of this material for both of the two points raised by the question.
3	3 marks The response shows good relevant knowledge and understanding of sociological material (theories, concepts and evidence). The response is clear, generally relevant, accurate and mainly detailed.	3 marks The response shows a good ability to apply relevant sociological material (theories, concepts and evidence) by using the selected sociological evidence to explicitly address the specific question. There is good application of this material for both of the two points raised by the question.
2	2 marks The response shows limited knowledge and understanding of sociological material (theories, concepts and evidence). The response is sometimes clear but contain inaccuracies that undermine the response and lacks detail.	2 marks The response shows a limited ability to apply relevant sociological material (theories, concepts and evidence) by attempting to use the selected sociological evidence to address the specific question. There is limited application for both or just one of the two points raised by the question.
1	1 mark The response shows basic knowledge and understanding of sociological material (theories, concepts and evidence). The response is unclear, inaccurate and not detailed.	1 mark The response shows a basic ability to apply relevant sociological material (theories, concepts and evidence). The material may be tangential to the question or have marginal relevance. There is basic application for both or just one of the two points raised by the question.
0	0 marks No creditworthy response.	0 marks No creditworthy response.

DRAFT

Q6 Explain **two** ways in which working class people are disadvantaged in society.

Use your knowledge of sociological theories, concepts and evidence to support your answer. [8]

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.

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 (and therefore don't fully respond to the demands of the question) are limited to Level 2 (for both AO1 and AO2).

Indicative content provides ideas for content that might be covered, however does not represent a full answer to any question and all responses should be linked to the focus of the question and the weighting of the assessment objectives.

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT
<ul style="list-style-type: none"> • A way in which working-class people face disadvantage is via education. Cohen argues that young working-class boys are likely to suffer from status frustration, due to their inability to achieve success in education. This is substantiated by the official statistics on academic achievement which shows a wide gap in performance between the different social classes. • One way working-class people face disadvantage in society is due to a lack of upward social mobility. Goldthorpe looked at the chances of men in two separate generations from different social classes ending up in service jobs. • One way working-class people face disadvantage is through the conflict between family and educational values. Marxist, Willis, argues that young working class boys are 'learning to labour' during school and so follow their fathers into manual work. • One way working-class people face disadvantage is through the boom-and-bust nature of society in the workplace as shown by 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 hierarchy. • Any other reasonable point. 	<ul style="list-style-type: none"> • 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. • This means that whatever the chance a working-class boy had of reaching the service class, an intermediate class boy had twice the 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 so face the same disadvantage as their parents did. The cycle of deprivation continues. • For Castles and Kosack, the concept of the reserve army of labour as seen through 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. They find themselves in and out of work and as such lack the stability and security to challenge their disadvantage. • Any other reasonable point.

DRAFT

Q7* Evaluate the functionalist view that the roles of men and women should be different.

Use your knowledge and understanding of sociological theories, concepts, evidence and research methods **from across your full course of study** to support your answer. [16]

Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 4)	AO3 Analysis and Evaluation (AO3 x 8)
4	4 marks The response shows excellent relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods) drawn from across the full course of study . The response is clear, accurate and detailed throughout.	4 marks The response shows an excellent ability to apply relevant sociological material (theories, concepts, evidence and research methods) drawn from across the full course of study , by using the selected sociological evidence consistently to explicitly address the specific question.	7-8 marks The response shows an excellent ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present arguments, make sound judgements and draw reasoned conclusions. A balanced discussion is presented (e.g. considering both supporting/challenging views). <i>There is a well-developed and sustained line of reasoning which is clear, coherent and logically structured. Information presented is relevant/ appropriate and substantiated/supported by evidence.</i>
3	3 marks The response shows good relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods) drawn from across the full course of study . The response is clear, generally relevant, accurate and mainly detailed.	3 marks The response shows a good ability to apply relevant sociological material (theories, concepts, evidence and research methods) drawn from across the full course of study by frequently using the selected sociological evidence to explicitly address the specific question.	5-6 marks The response shows a good ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present arguments, make reasonable judgements and draw conclusions from this material. A balanced discussion is presented (e.g. considering both supporting/ challenging views). <i>There is a line of reasoning presented which is reasonably coherent with some structure. Information presented is mostly relevant/ appropriate and mostly substantiated/supported by evidence.</i>
2	2 marks The response shows limited knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is sometimes clear but contain inaccuracies that undermine the response and lacks detail.	2 marks The response shows a limited ability to apply relevant sociological material (theories, concepts, evidence and research methods) by occasionally attempting to use the selected sociological evidence to address the specific question.	3-4 marks The response shows a limited ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to attempt to present arguments, 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 relevant/appropriate and sometimes substantiated/supported by evidence.</i>
1	1 mark The response shows basic knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is unclear, inaccurate and not detailed.	1 mark The response shows a basic ability to apply relevant sociological material (theories, concepts, evidence and research methods). The material may be tangential to the question or have marginal relevance.	1–2 marks The response shows a basic ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods). Attempts to present arguments, 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 and unlikely to be substantiated/supported by evidence.</i>
0	0 marks No creditworthy response.	0 marks No creditworthy response.	0 marks No creditworthy response.

Q7* Evaluate the functionalist view that the roles of men and women should be different.

Use your knowledge and understanding of sociological theories, concepts, evidence and research methods **from across your full course of study** to support your answer. **[16]**

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.

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.

Indicative content provides ideas for content that might be covered, however does not represent a full answer to any question and all responses should be linked to the focus of the question and the weighting of the assessment objectives. Conclusions can be in favour or against the statement, or anywhere in between.

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT	AO3 INDICATIVE CONTENT
<p>Knowledge/understanding of relevant sociological theories, concepts, evidence and research methods. E.g.</p> <ul style="list-style-type: none"> • Parsons and Bales argued that men and women are biologically determined to take up different spaces in society to maintain the smooth running of society. Women are predisposed to take on the expressive caring role and men the instrumental role within the nuclear family. • The New Right perspective is influenced by the Functionalist perspective and New Right thinkers state that as men and women are biologically different their roles must be different in society. Women's roles should be present in the private domestic sphere whilst men's roles should take place in the public sphere • Radical feminist Millet suggests that roles should not be different between men and women because it creates an unnecessary divide. Biology alone is not a good enough 	<p>Using the selected sociological theories, concepts, evidence and research methods to explicitly address the question. E.g.</p> <ul style="list-style-type: none"> • Fathers are the main wage earners who provide the physical needs that the family have. The mother on the other hand will be the nurturer for the family and provide the emotional and psychological needs the family has which shows why both men and women should have different roles. • Men should be more involved in work and politics and these traditional gender roles are important for the wellbeing of individuals and society. The female housewife means the male breadwinner is supported and as a result any children won't suffer from maternal deprivation that could negatively influence their futures. • The biological ability to have children should not mean that women are trapped within the home with most of the responsibility for children and running the home. Due to modern technological developments women should have the opportunity 	<p>Analysing and evaluating the selected theories, concepts, evidence and research methods to... - Present arguments, make judgements, draw conclusions. E.g.</p> <ul style="list-style-type: none"> • For functionalists this view assumes men and women naturally perform separate roles and these roles have equal status. However, traditional nuclear families are based on male dominance, so this idea is clearly sexist. Women should also receive emotional support with the family. • New Right thinkers such as Schafly think the idea that the nuclear family is in some way superior is very outdated as it ignores the increasing number of different types of families which adopt far less traditional gender roles and maintain more equality between men and women based on joint conjugal roles. Schafly believes marriage is the most fulfilling role a woman can perform. • Not all women share the same interest in succeeding at work and social class and ethnicity as forms of inequality should not be ignored. Working-class women often have very similar roles to working-class men and within some

<p>reason to create a divide or difference based on gender.</p> <ul style="list-style-type: none"> • Murdock like many Functionalists favoured an empirical approach to research by comparing data from different societies across the world on nuclear family roles. Hypotheses could then be tested via statistics. • Any other reasonable point. 	<p>to have a similar role to men within the world of work.</p> <ul style="list-style-type: none"> • Each society had some form of family, and the universal nature of a nuclear family was a positive thing. These families included adults from both sexes and there were clear functions of this type of family. This included the primary socialisation of the young which predominantly was a female responsibility highlighting the different roles men and women have in the family. • Any other reasonable point. 	<p>ethnicities, families are matrifocal where women are happily in charge of the home.</p> <ul style="list-style-type: none"> • Positivist methods like statistics are socially constructed meaning they are the result of an action or a decision. These decisions are often biased and selective in terms of what they are looking at, which means they don't explore the full story. This has a huge effect on the validity of any research using this method. • Any other reasonable point.
---	--	---

H182/02 Assessment Objectives Grid

Question	AO1	AO2	AO3	Total
1	4	0	0	4
2	2	2	0	4
3	4	4	0	8
4	5	5	6	16
5	4	0	0	4
6	4	4	0	8
7*	4	4	8	16
Totals	27	19	14	60

*This question includes criteria for Quality of Extended Response.