

OCR

Oxford Cambridge and RSA

Sample Question Paper

A Level Sociology

H582/02 Researching and understanding social inequalities

Time allowed: 2 hours

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 **80**.
- 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

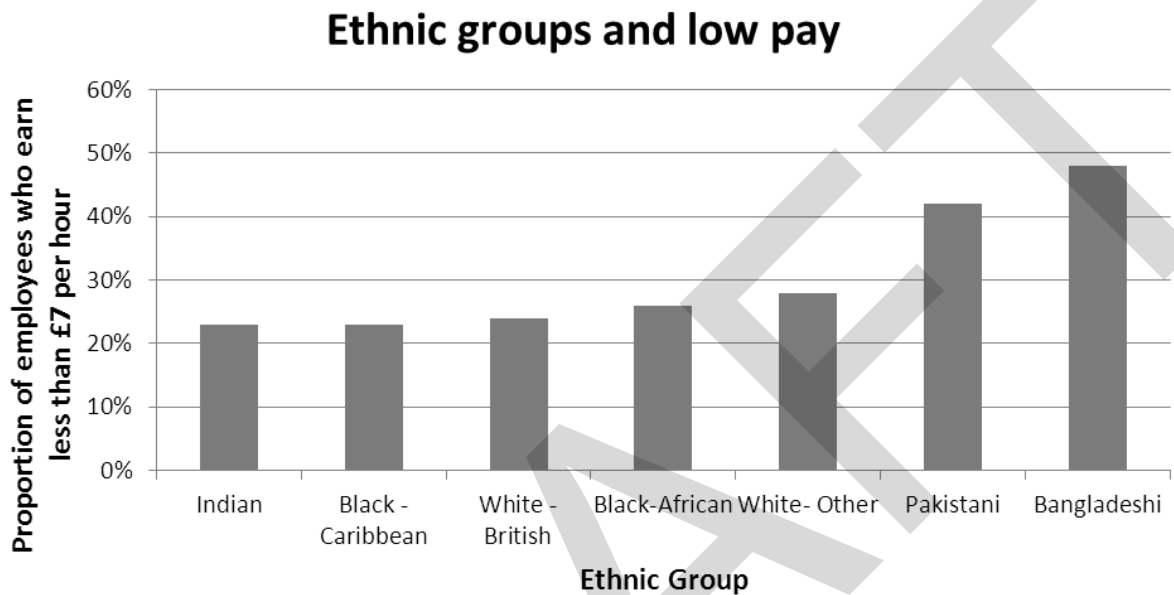
- Read each question carefully before you start your answer.

Section A

Read the source material.

Source A

The statistics below are taken from the *Labour Force Survey*, Office for National Statistics (ONS) 2011, a large-scale government funded survey which collects data from employers about the workforce in the UK.



Source B

Investigating attitudes of young people in poor neighbourhoods

A researcher wanted to investigate the attitudes and outlook of young people growing up in deprived communities. She was a female in her early twenties, who came from the area herself. She carried out an ethnographic study on young people in a town with high levels of unemployment, poverty and educational under-achievement. The researcher chose to collect qualitative data, because she wanted to understand the values of the young people from their own perspective.

The researcher conducted semi-structured interviews with more than 50 young people, aged between 14 and 21. Respondents were asked about their current situation and their hopes for the future, as well as their views on their local community. She also conducted participant observation by visiting local youth clubs, pubs and clubs. Additionally, some of her interviewees invited her to join them and their friends when they were hanging out in local parks and other areas in the town.

Adapted from Blundell and Griffiths (2008) *Sociology since 2000*. Cooksbridge: Connect Publications.

Section A

- 1 Explain the concept of reliability. Use an example to support your explanation [4]
- 2 Explain **one** strength and **one** weakness of using official statistics to study ethnic inequalities in pay. Use evidence from **Source A** to support your answer. [8]
- 3 'Ethnographic research methods are useful for investigating young people in poor neighbourhoods.'
- Explain reasons that support this view. Use evidence from **Source B** to support your answer. [16]

Section B

- 4 Explain the concept of social stratification. Use an example to support your explanation. [4]
- 5 Explain **two** ways in which inequality reduces the life chances of the working classes. Use sociological evidence to support your explanation. [8]
- 6* 'Social class inequalities are functional for society.'
- Evaluate this view.
Use your knowledge from across the full course of study to answer this question. [16]
- 7* 'Women continue to be unequal to men because we still live in a patriarchal society.'
- Explain and evaluate this view. Use sociological evidence to support your answer.
Use your knowledge from across the full course of study to answer this question. [24]

END OF QUESTION PAPER

OCR
Oxford Cambridge and RSA

Copyright Information

Source A: Statistics taken from the Labour Force Survey, Office for National Statistics (ONS) 2011, The Poverty Site. Reproduced under the terms of the Open-Government Licence (OGL). <http://www.poverty.org.uk>

Source B: Adapted from Blundell, J. and Griffiths, J. (2008) *Sociology since 2000*. Cocksbridge: Connect Publications, The Student Room, International House, Queens Road, Brighton, East Sussex BN1 3XE

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.



Sample Mark Scheme

A Level Sociology H582/02 Researching and understanding social inequalities

MARK SCHEME

Duration: 2 hours

MAXIMUM MARK 80

Version: **Sample**

This document has 17 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 reliability. Use an example to support your explanation. (4 marks) | | | |
| AO1 Knowledge and Understanding (3 marks) | | | AO2 Application (1 mark) |
| 1 mark - Brief explanation of reliability given. | 1 mark - The explanation of reliability is fully developed/further explained. | 1 mark - Accurate example of reliability identified. | 1 mark – The example given is accurately applied to the concept of reliability. |

| | |
|--|---|
| Q1: Explain the concept of reliability . 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 reliability could include (AO1):</p> <ul style="list-style-type: none"> • Reliability is consistency within research. • Reliability is research that can be replicated and repeated. <p>Further development of the concept of reliability could include (AO1):</p> <ul style="list-style-type: none"> • Reliable research means it can be repeated and data compared over time or with other groups, meaning that patterns and trends can be generated. <p>Examples of reliability could include (AO1):</p> <ul style="list-style-type: none"> • Data produced by the Census is produced every 10 years. • Government data collected on household income such as the Households Below Average Income statistics (HBAI). <p>Application of the example to reliability could include (AO2):</p> <ul style="list-style-type: none"> • Census data can be compared over time to look at changes such as religious belief. • HBAI data can be used to track those below the average income over time and whether this has increased or decreased. |

| Q2: Explain one strength and one weakness of using official statistics to study ethnic inequalities in pay. 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 official statistics to study ethnic inequalities in pay.

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 – strength **or** 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"> • One strength of official statistics is that data collected is quantitative and patterns and trends about ethnic inequalities in pay are therefore more reliable and able to be compared. • One strength of collecting official statistics is they tend to be representative and therefore generalisable because they often cover a diverse range of people within the sample on a large scale. • One weakness of collecting data using official statistics is that the data can lack validity as the thoughts and feelings of participants cannot be collected, only numerical data based on their behaviour. • One weakness of using official statistics is that it does not allow researchers to develop a rapport with participants and an empathetic understanding of how people feel about their wages. • 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 Labour Force Study collects data on the proportion of employees and their wages across different ethnic groups which can be compared. For example, nearly 50% of Bangladeshi workers earn less than £7 compared to 22% of Indians. • Source A shows that the Labour Force survey is a large-scale survey meaning the sample size is large and also shows there are seven ethnic categories used within the research to gain a representative view of ethnic groups and low pay. • Source A shows that whilst the difference in wages per ethnic group is clear, the reasons as to why Bangladeshi people earn so much less per hour than Indian or Black Caribbean people cannot be established from the statistical data alone. • Source A shows that the data was collected in 2011 and shows the % of those earning under £7 per hour for each ethnic group, but the researchers are not able to gain more valid information about how they feel about the wage gap. • Applying any other relevant theory, concept and evidence to the source. |

| Q3: 'Ethnographic research methods are useful for investigating young people in poor neighbourhoods.' 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: 'Ethnographic research methods are useful for investigating young people in poor neighbourhoods.' 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"> Ethnographic methods are useful because they allow valid, in-depth, qualitative data to be collected. Ethnographic methods are useful because they allow researchers to develop a rapport with participants and develop an empathic understanding of the group/achieve verstehen. Ethnographic methods are useful because they are high in validity meaning researchers can develop an understanding of the meaning and reasons behind behaviours shown. 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 shows that the researcher was able to gather qualitative data from the semi-structured interviews that gives more valid and in-depth answers. She wanted to understand their lives from their perspective and so wanted to use their own words, thoughts and feelings to do this, and by spending time in their world such as the local park enabled her to do this. Source B shows that the researcher shares characteristics with the participants. This means the researcher is able to build rapport and a relationship to enable her to gather more truthful answers linked to deprivation and removes embarrassment on the part of the participants. Source B shows that the researcher also grew up in a deprived area meaning she was able to understand the situation of the participants and enable her to be empathetic towards the participants and their deprived status. She was able to put herself in their shoes more easily and understand their life from their perspective as is the aim of ethnography. Applying any other relevant theory, concept and evidence to the source. |

Section B

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

| | |
|--|---|
| Q4: Explain the concept of social stratification. 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 social stratification could include (AO1):</p> <ul style="list-style-type: none"> • Social stratification is the layering of people in society from top to bottom. <p>Further development of the concept of social stratification could include (AO1):</p> <ul style="list-style-type: none"> • Social stratification means the ways in which people are at the bottom and top of society to enable it to run effectively and fulfil all roles. <p>Examples of social stratification could include (AO1):</p> <ul style="list-style-type: none"> • Role allocation. • Meritocracy. <p>Application of the example to social stratification could include (AO2):</p> <ul style="list-style-type: none"> • Role allocation is ensuring people are put into the roles they are capable of and get the rewards from it ensuring that those at the top are the best able (Davis and Moore) • In a meritocratic society, those who work hard are rewarded with the best jobs and top wages in society reinforcing social stratification (Parsons). |

| Q5: Explain two ways in which inequality significantly reduces the life chances of the working classes. 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 inequality reduces the life chances of the working classes.

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"> • One way is through work and employment and the exploitation of the proletariat. Castles and Kosack suggest that the working classes are limited in terms of life chances in work and employment because of the unfair nature of capitalism and the economy. • One way is through income and wealth and the way the working classes lack the same opportunities as the higher social classes. Baron and Norris argue that the working classes tend to make up the secondary labour market and so face disadvantage in terms of income and wealth. • One way is through work and employment and the combination of class and status. Weber argues that life chances are linked to the status, party and class a person possesses and those who lack these such as the working classes, are also likely to lack life chances and opportunities for the working class. • 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"> • This means that for those who are in the reserve army of labour, they are part of the proletariat and as such lack the same life changes as the bourgeoisie. The working classes are likely to be in insecure employment that is subjected to the boom-and-bust nature of the economy meaning they cannot increase their opportunities or life chances. • This is because the working classes are taking jobs with poor income, lack of promotional opportunities and insecure contracts meaning their life chances are limited by their income and ability to do activities or buy into consumerism. • For Weber, this means that the working classes have a lower social class, they lack organised representation that would mean they can increase life chances via trade unions for example, and also lack the status of the higher social classes all showing they have fewer opportunities or life chances. • Applying any other relevant theory, concept and evidence. |

| Q6: 'Social class inequalities are functional for society.' Evaluate this 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 | <p>4 marks</p> <p>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.</p> | <p>10–12 marks</p> <p>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 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></p> |
| 3 | <p>3 marks</p> <p>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.</p> | <p>7–9 marks</p> <p>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></p> |
| 2 | <p>2 marks</p> <p>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.</p> | <p>4–6 marks</p> <p>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></p> |
| 1 | <p>1 mark</p> <p>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.</p> | <p>1–3 marks</p> <p>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></p> |
| 0 | <p>0 marks</p> <p>No relevant knowledge or understanding.</p> | <p>0 marks</p> <p>No relevant sociological evaluation.</p> |

Q6: 'Social class inequalities are functional for society.' Evaluate this view. 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"> • Davis and Moore's arguments that social class inequalities are functional for society as it ensures the best people get the best rewards for their hard work and talent. This could be through role allocation where those who are able are allocated to the most difficult or those that require the most training such as doctors or lawyers and thus deserve the higher rewards. • Parsons' argument that social class inequality is based on social stratification and as such means that there has to be a spread of people throughout the social scale and structure. • Marx's arguments that social class inequalities are not functional for society as they continue class conflict and the exploitation of one social class over another. • Weber would argue that social class inequality is based on an unequal power distribution between the social classes and those with party or representation, class and status are able to reap the rewards of higher life chances. • 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"> • For Davis and Moore, this reinforcement of meritocracy justifies social class inequalities as it continues to ensure there are people at the top of society and people at the bottom that deserve the rewards they receive. This is functional for society as it ensures it continues to work as per the organic analogy functionalists use to explain the working of society and that all roles must be fulfilled for equilibrium which justifies social class inequality as necessary and functional in society. • For Parsons, this means that social class inequality is functional for society as it means that roles are fulfilled and those who work hard are rewarded for it. It also means that society can continue to function and be interdependent as everyone is doing what they should and being functional for society. As people are functional for the running of society, it means that inequality then is also functional as it ensure this continues to happen. • For Marx, class inequality cannot be functional because it is not based on meritocracy and those with the greatest talents and hard work, do not always receive the rewards. Instead the Bourgeoisie are rewarded for simply being part of the elite regardless of their hard work and talent who continue to exploit the proletariat, despite their hard work and talent. This according to Marx was theft and as such could not be functional. • For Weber this means that class inequality is not functional because it means that some are awarded greater life chances over others if they are able to develop relationships that give them power, or benefit from a higher status. Those who cannot do this, then are subjected to inequality and poorer life chances and opportunities impacting on various issues such as education, health or leisure. • Any other relevant argument, judgement or conclusion. |

| Q7: Women continue to be unequal to men because we still live in a patriarchal society'. Explain and evaluate this view. Use sociological evidence to support your answer. Use your knowledge from across the full course of study to answer this question. (24 marks) | | | |
|--|--|---|---|
| Level | AO1 Knowledge and Understanding (9 marks) | AO2 Application (6 marks) | AO3 Analysis and Evaluation (9 marks) |
| 4 | 8–9 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. | 6 marks The candidate demonstrates an excellent ability to apply relevant sociological material drawn from across the full course of study (theories, concepts and evidence). The material is relevant, and explicitly and frequently and consistently applied/related to the question | 8–9 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 | 6–7 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. | 4–5 marks The candidate demonstrates a good ability to apply relevant sociological material drawn from across the full course of study (theories, concepts and evidence). The material is generally relevant and explicitly, if only occasionally, applied/related to the question. | 6–7 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 both 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 | 4–5 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. | 2–3 marks The candidate demonstrates a limited ability to apply relevant sociological material drawn from across the full course of study (theories, concepts and evidence). The material is applied/ related to the question mainly implicitly and lacks focus on the question. | 4–5 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 | 1–3 marks 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 mark The candidate demonstrates a basic ability to apply relevant sociological material drawn from across the full course of study (theories, concepts and evidence). The material has marginal relevance. | 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 application. | 0 marks No relevant sociological evaluation. |

Q7: Women continue to be unequal to men because we still live in a patriarchal society.'. Explain and evaluate this view. Use sociological evidence to support your answer. Use your knowledge from across the full course of study to answer this question. **(24 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 2 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.

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

- 4–5 discussion points for a Level 4 response
- 3–4 discussion points for a Level 3 response
- 2–3 discussion points for a Level 2 response
- 1–2 discussion points for a Level 1 response

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

| AO1 INDICATIVE CONTENT | AO2 INDICATIVE CONTENT | AO3 INDICATIVE CONTENT |
|--|---|---|
| <p>Candidates may demonstrate their knowledge and understanding of:</p> <ul style="list-style-type: none"> • Women are unequal to men in a patriarchal society as suggested by Oakley where gender role socialisation creates a gender gap from a young age due to canalisation, verbal appellations, different activities and manipulation. • Women are unequal to men due to the ways in which patriarchy controls all aspects of women’s lives including their sexuality. Rich argues that women are subjected to compulsory heterosexuality in order to support patriarchy and the nuclear family. • Women are still unequal to men in a patriarchal society due to the unequal power | <p>Candidates may apply sociological material by:</p> <ul style="list-style-type: none"> • This means that 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 that there is no separation between sex and gender. • This means that women have been unable to express their sexuality as society has required them to create nuclear families and procreate in order for men to be able to pass down wealth and property. | <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"> • Conclusions that women do continue to be unequal as gender roles are consistently reinforced via a biased culture that perpetuates patriarchal ideals onto young children (Oakley). • Conclusions that the entrapment of women into heterosexual relationships means that women are subjected to the control of patriarchy and unable to express themselves in the ways they want, which can also be made worse when linked to religion and ethnicity. (Rich) • Conclusions that patriarchal control is still powerful and means women are unequal to men because men hold the power not only in the public |

| | | |
|---|--|---|
| <p>relationships that still exist between men and women. Johnson argues that patriarchal terrorism still exists where men are able to exert their power and control over women in the home.</p> <ul style="list-style-type: none"> • There have been several changes in society to create a more equal and fair society based on gender which could suggest that other groups in society face more discrimination in modern society. Castles and Kosack argue that social class continues to create further disadvantage in society based on the boom-and-bust nature of the economy. • It could be argued that in modern society, there continues to be a range of issues that create disadvantage not linked to gender alone. Barron and Norris argue that those in the secondary labour market continue to face the most disadvantage. • It could also be argued that patriarchy no longer continues to create inequality between men and women online. Harraway argues that postmodernity means women can portray themselves online in any way they want to and are not controlled by patriarchy in an online world where we can be anything. • Any other relevant theory, concept and evidence. | <ul style="list-style-type: none"> • This means that women who lack power in the same way as men hold within the home are still controlled by men via money, domestic abuse and sexual violence. • This means that whilst there have been moves to reduce patriarchal control in many ways for women in education, work and family life but social class continues to be a key indication of disadvantage in a modern, capitalist society where those in the lower classes are unequal across society. • Whilst the secondary labour market could be applied to gender as women are more likely to have insecure work with a lack of promotional opportunities, this could also be applied to social class or ethnicity where those at the top have life chances and power than give them an advantage over minority groups meaning it is not gender alone that creates the biggest divide. • This means women can take back power and control over their bodies and lives in modern society. Online, women can be free from patriarchal control of the real world and can behave and express themselves in any way they wish. • Applying any other relevant theory, concept and evidence. | <p>sphere but also the private where there is a lack of support for women and a lack of control over behaviours behind closed doors. (Johnson).</p> <ul style="list-style-type: none"> • Arguments that whilst gender has seen traditional disadvantage, social class creates a bigger divide between the rich and poor. This divide will also impact on women more so than men as traditionally women after WW2 made up the reserve army of labour. This intersection of both class and gender means that whilst patriarchy is still causing inequality, it is not the only factor. (Castles and Kosack) • Conclusions that for Weberian sociologists such as Barron and Norris, that the way in which capitalism combined with status and party causes inequality in society and is wider reaching than patriarchy alone. This means that social class and the limitations linked to life chances for those at the bottom of society continues to cause inequality on a large scale. • Conclusions that the importance of 4th wave feminism and the use of social media and the internet have meant that women can experience freedom online. For example, women in developing countries can use social media as a voice where theirs has traditionally been muted. This means women are taking back power and control and are no longer unequal to men as patriarchal control decreases in an online world (Harraway). • 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 |
| 7* | 9 | 0 | 6 | 3 | 3 | 3 | 24 |
| Totals | 20 | 15 | 24 | 7 | 7 | 7 | 80 |
| | 35 | | 24 | 21 | | | |

*These questions include criteria for Quality of Extended Response.