Oxford Cambridge and RSA

A Level Sociology

H580/02 Researching and understanding social inequalities

Sample Question Paper

Time allowed: 2 hours 15 minutes

You must have:
- the OCR 12-page Answer Booklet (OCR12 sent with general stationery)

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INSTRUCTIONS
- Use black ink.
- Answer **all** the questions.
- Write your answers in the Answer Booklet. The question numbers must be clearly shown.
- Do **not** write in the bar codes.

INFORMATION
- The total mark for this paper is **105**.
- The marks for each question are shown in brackets **[ ]**.
- Quality of extended responses will be assessed in questions marked with an asterisk (*).
- This document consists of **8** pages.

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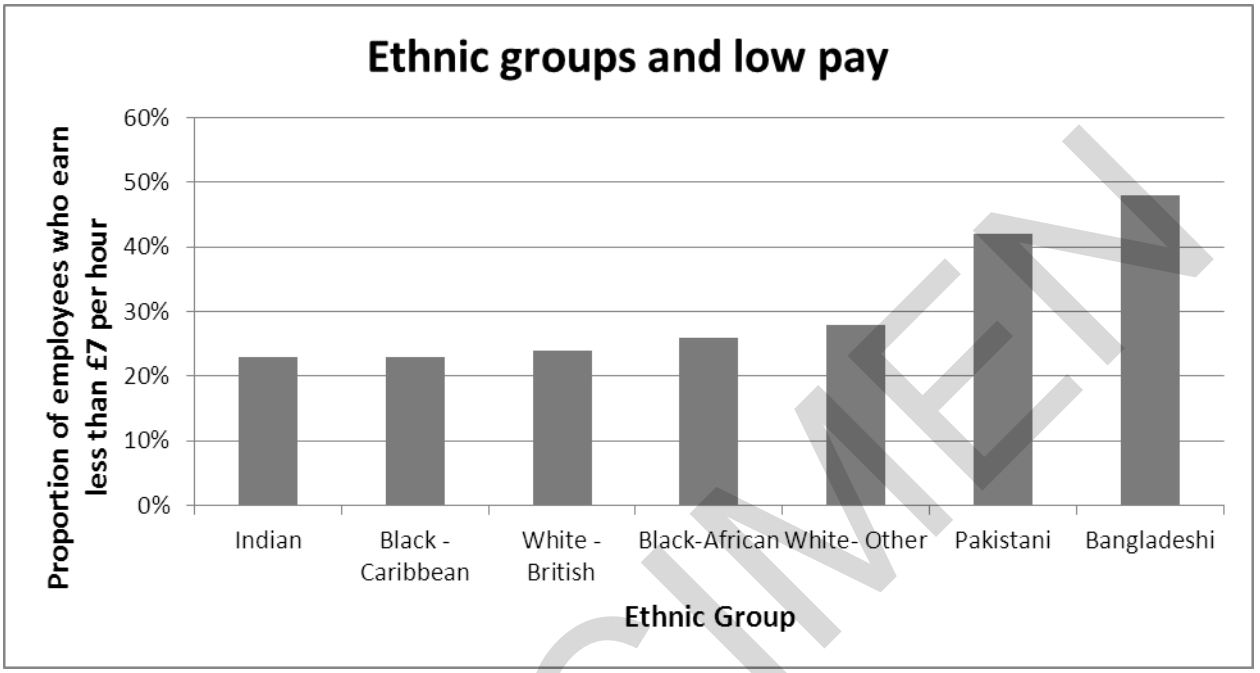
SECTION A

Read the source material and answer **all** the questions in Section A.

Source A



Adapted from: *Labour Force Survey, ONS*; the data is the average for 2008 to 2010; UK; updated March 2011

Labour Force Survey (LFS) is the main government survey for analysis of the workforce, in terms of both the jobs people do and the characteristics of the people themselves.

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Source B

Investigating attitudes of young people in poor neighbourhoods

Robert MacDonald and Jane Marsh carried out an ethnographic study of young people in a town they called East Kelby in Teesside, north-east England. They aimed to test the hypothesis put forward by the American New Right thinker Charles Murray (1994) that an underclass was emerging in the UK. Murray argued that the welfare system was encouraging the emergence of a class of people below the working class who did not work and lived off benefits. He argued that members of this underclass were characterised by irresponsible and anti-social behaviour, for example a failure by males to work and take responsibility for supporting children they had fathered, high rates of teenage pregnancy and lone mothers bringing up children on benefits.

MacDonald and Marsh wanted to focus on the outlook and values of young people in East Kelby using methods which would allow them to describe their own lives and their strategies for survival in their own words. They therefore chose to use a variety of methods to collect qualitative data. They chose the town of East Kelby as a case study because it had many of the characteristics of the kind of area in which Murray had suggested an underclass was developing, for example high levels of unemployment, poverty and educational under-achievement.

The research was carried out between 1998 and 2000 and used three methods. Firstly, 40 interviews were carried out with professionals working with young people, such as probation officers and youth workers. Secondly, Marsh carried out participant observation by visiting youth clubs, unwaged groups and Family Centres. She also talked to people on the street and those travelling around the area on the buses. Finally, semi-structured interviews were carried out with 88 young people aged between 15 and 25. Respondents were asked about their lives, how they reached their current situation and their views of their future and their neighbourhood. A second round of interviews was carried out a year later with about 60% of the original sample. The researchers lost contact with some of the original respondents because they had moved. MacDonald and Marsh concluded that most young people in East Kelby did not reject traditional work and family values in the way Murray claimed the underclass did. The young people were keen to find work and most regarded two parent families as the best way to bring up children. The authors argue that young people need opportunities for well-paid and secure jobs if they are to escape from poverty and social exclusion.

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

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Read the source material and answer **all** the questions in Section A.

1 Summarise the data shown in Source A.

[4]

2 With reference to Source B explain **two** reasons why some sociologists use mixed methods when conducting sociological research.

[6]

3 With reference to Source A explain **one** strength and **one** weakness of using official statistics to study inequalities between ethnic groups.

[10]

4* Using Source B and your wider sociological knowledge assess the usefulness of ethnographic research methods for investigating young people in poor neighbourhoods.

[25]

SECTION B

Answer **all** the questions in Section B.

5* Outline the evidence that inequality significantly reduces the life chances of the working classes.

[20]

6* 'Women continue to be unequal to men because we still live in a patriarchal society.' Discuss.

[40]

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Copyright Information:

From page 2, Ethnic groups and low pay graph http://www.poverty.org.uk
From page 3, Investigating attitudes of young people in poor neighbourhoods text, The Student Room, International House, Queens Road, Brighton, East Sussex BN1 3XE

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…day June 20XX – Morning/Afternoon

A Level Sociology

H580/02 Researching and understanding social inequalities

SAMPLE MARK SCHEME

Duration: 2 hours 15 minutes

MAXIMUM MARK 105

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This document consists of 24 pages

MARKING INSTRUCTIONS

PREPARATION FOR MARKING

SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.

2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal http://www.rm.com/support/ca

3. Log-in to scoris and mark the **required number** of practice responses ("scripts") and the **required number** of standardisation responses.

   YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

MARKING

1. Mark strictly to the mark scheme.

2. Marks awarded must relate directly to the marking criteria.

3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.

4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

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5. Work crossed out:

   a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks

   b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.

6. 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.

7. There is a NR (No Response) option. Award NR (No Response)

   - if there is nothing written at all in the answer space
   - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
   - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.

   Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

   If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

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10. 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

11. **Annotations**

Annotation	Meaning

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12. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

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USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

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Question			Answer	Marks	Guidance
1			**Summarise the data shown in Source A.** **AO2: Application** **Level 4: 4 marks** The candidate shows an excellent ability by clearly and accurately summarising the data in Source A, for example by making explicit comparison between the different ethnic groups and highlighting similarities and differences in the percentages earning less than £7 per hour. **Level 3: 3 marks** The candidate shows a good ability to summarise the data, for example by comparing Pakistani and Bangladeshi ethnic groups with others. Data should be accurately interpreted. **Level 2: 2 marks** The candidate shows a basic ability to interpret the data, e.g. by listing the percentage in each ethnic group who earn less than £7 per hour but there is likely to be little or no attempt to offer a summary. Data will be mostly accurately interpreted. **Level 1: 1 mark** The candidate shows a limited ability to interpret data, for example by accurately stating the percentage of at least one group earning less than £7 per hour. **0 marks** No ability to interpret data shown, e.g. the candidate misunderstands the data or interprets it entirely inaccurately. Candidates are required to summarise the data not merely read off the percentage in each ethnic group earning less than £7 per hour.	**4** **AO2 1b**	For example, for top marks candidates might highlight that there is a major divide between Pakistanis and Bangladeshis and other groups as they are most likely to earn £7 per hour with 43% and 48% respectively in this category compared to just under 25% of whites. Black African and White Other are only slightly more likely to earn less than £7 per hour than Whites at 26% and 28% respectively while Indians and Black-Caribbeans are least likely, both at about 23%.

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Question			Answer	Marks	Guidance
2			**With reference to Source B explain TWO reasons why some sociologists use mixed methods when conducting sociological research.** **AO1: Knowledge and understanding** **2 marks** The candidate shows a clear understanding of two reasons. **1 mark** The candidate clearly explains one reason or shows a partial understanding of two reasons. **0 marks** No relevant knowledge or understanding. **AO2: Application** **Level 4: 4 marks** The candidate shows an excellent ability to apply evidence with a clear ability to support both reasons with material from Source B. **Level 3: 3 marks** The candidate shows a good ability to apply evidence from Source B, for example by showing a clear ability to support one reason and some evidence to support a second. **Level 2: 2 marks** The candidate shows a basic ability to apply evidence from Source B, for example by using evidence to clearly support one of the reasons cited or showing some ability to support two reasons with evidence.	**6** **2 AO1 2a/2b** **4 AO2 1b**	Candidates could consider the following reasons: • To check validity of data from one source against another. • Alternative methods may provide data which could not be obtained from just one method. • To increase reliability of findings e.g. by checking consistency of findings. • To improve representativeness e.g. by using methods which involved formal sampling alongside less representative forms of data. • To generate ideas to be investigated further using other methods. • To fill in gaps left by one method with data from others. • Any other reasonable response. The candidate should apply specific examples from the source to support the two identified reasons. For example how data generated by the interviews with professionals and observation could be used to generate ideas for questions in the interviews with young people or how the interviews might provide a more representative set of data which could be used to compare with more impressionistic data acquired through observation.

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Question			Answer	Marks	Guidance
			Level 1: 1 mark The candidate shows a limited ability to apply evidence from Source B to support their reasons, for example a brief reference to one or more of the methods used in the study. **0 marks** No relevant application of material from Source B.		
3			**With reference to Source A explain ONE strength and ONE weakness of using official statistics to study inequalities between ethnic groups.** **AO2: Application** **Level 4: 4 marks** The candidate shows an excellent ability to apply data from Source A in answering the question. There is a clear application of source material in relation to both the strength and the weakness identified. **Level 3: 3 marks** The candidate shows a good ability to apply data from Source A in answering the question. There is an attempt to apply the source material in relation to both the strength and the weakness identified but it is likely to be clearer in relation to one than the other. **Level 2: 2 marks** The candidate shows a basic ability to apply data from Source A in answering the question. There is a clear application of source material in relation to either an identified strength or weakness or a less clear attempt to apply data to both.	**10** **4 AO2 1b**	To gain marks for application candidates must make reference to the data in Source A. Candidates who simply evaluate official statistics in general may score marks for evaluation but not for application. Possible strengths might include: • Time and cost, cheaper and quicker to use existing data, e.g. LFS data is already collected for the government • Large sample sizes, greater representativeness, e.g. LFS data is likely to cover a large national sample of workers • Reliability, e.g. research is typically conducted by trained statisticians such as ONS • Research is often conducted annually or periodically so allows researchers to study trends over time • Quantitative nature of data allows researchers to precisely measure extent of inequalities, e.g. comparing the extent of low pay in different ethnic groups • Any other reasonable response. Possible weaknesses might include: • Inaccuracy of data, e.g. not all income may be declared in official government surveys • Criticisms of ethnic categories used for official statistics, e.g. White Other and Black African both include a number of different ethnic groups

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Question			Answer	Marks	Guidance
			Level 1: 1 mark The candidate shows a limited ability to apply data from Source A in answering the question. There will be some attempt to apply at least one aspect of the data but it will lack clarity or be of marginal relevance. **0 marks** No relevant application of data. **AO3: Analysis and evaluation** **Level 4: 5–6 marks** The candidate shows an excellent ability to evaluate official statistics to study inequalities between ethnic groups in terms of both a strength and a weakness. The points should be clearly developed with reference to the study of inequalities between ethnic groups. **Level 3: 4 marks** The candidate shows a good ability to evaluate official statistics to study inequalities between ethnic groups in terms of both a strength and a weakness but the development of the evaluation is likely to be uneven in terms of coverage of the two points. There should be some reference to the study of inequalities between ethnic groups. **Level 2: 2–3 marks** The candidate shows a basic ability to evaluate official statistics to study inequalities between ethnic groups, for example a less developed evaluation of both a strength and a weakness **or** a clear and developed evaluation in terms of either a strength or a weakness.	6 AO3 1/2	• Criticisms of how other concepts are operationalised e.g. £7 per hour as measure of low pay • Data is purely quantitative and lacks qualitative dimension e.g. perceptions of inequalities of individuals themselves • Possible bias e.g. political pressures on statisticians in terms of what data is collected/how it is presented • Any other reasonable response.

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Question			Answer	Marks	Guidance
			Level 1: 1 mark The candidate shows a limited ability to evaluate official statistics to study inequalities between ethnic groups, for example a less developed evaluation in terms of either a strength or a weakness. **0 marks** No relevant evaluation.		
4		*	**Using Source B and your wider sociological knowledge assess the usefulness of ethnographic research methods for investigating young people in poor neighbourhoods.** **AO1: Knowledge and understanding** **Level 4: 4–5 marks** The candidate shows an excellent knowledge and understanding of the nature, purpose and uses of ethnographic research. The response demonstrates some detail of a range of sociological material with some focus on sociological theory and concepts; the material is generally accurate. There is a well–developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. **Level 3: 3 marks** The candidate shows a good understanding of ethnographic research, knowledge will be either wide ranging or detailed. There will be some understanding of sociological concepts but not fully developed, and possibly some reference to theory. Responses are generally clear and accurate, though may contain some errors. There is a line of reasoning presented with some structure. The information presented is in the most–part relevant and supported by some evidence.	**25** **5 AO1 2a/2b**	**AO1: Knowledge and Understanding** Candidates should show an understanding of what is meant by ethnographic research which might include: • Mainly based on qualitative data • Small in scale, often based on one or a small number of case studies, microsociological • Typically uses one or more methods such as participant observation, unstructured or semi–structured interviews and documentary sources • Often adopts an interpretivist perspective, e.g. seeking to see the situation through the eyes of subjects, researchers immerse themselves in the social life of subjects, verstehen approach/interest in subjective meanings.

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Question			Answer	Marks	Guidance
			Level 2: 2 marks The candidate shows a basic understanding of ethnographic research, for example it is associated with certain qualitative methods. The response lacks width and detail and may occasionally be unclear or inaccurate, and contain errors; however, the candidate does establish the basic meaning of ethnographic research. Knowledge and understanding of concepts may be partial, inaccurate and undeveloped, or omitted. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. **Level 1: 1 mark** The candidate shows a limited understanding of ethnographic research. The response lacks width and detail, and shows considerable inaccuracy and lack of clarity; the candidate may simply describe an aspect of the method and/or research methods in general. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. **0 marks** No relevant knowledge or understanding. **AO2: Application** **Level 4: 4–5 marks** The candidate shows an excellent ability to apply sociological theories, concepts and evidence to the uses of ethnographic methods in sociological research. The candidate has explicitly applied material both from the source and from elsewhere. The material is related to the question.	5 AO2 1b	**AO2: Application** Candidates are expected to apply their knowledge and understanding of ethnographic research methods and methodology in general in their response to the question. Candidates are also expected to apply material drawn from Source B in answering the question. Discussion of the concepts of validity, reliability, representativeness and generalisability in relation to ethnographic methods for this research problem is also expected. This may also relate to the study of the context and aspect of inequality and

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Question			Answer	Marks	Guidance
			Level 3: 3 marks The candidate shows a good ability to apply sociological theories concepts and/or evidence to the uses of ethnographic methods. The candidate has made some use of material both from Source B and from elsewhere The material may be more implicitly related to the question. **Level 2: 2 marks** The candidate shows a basic ability to apply sociological theories concepts or evidence to the uses of ethnographic methods. The candidate has either made use of material from Source B or from elsewhere. The material is related to the question occasionally and mainly implicitly. **Level 1: 1 mark** The candidate shows a limited ability to apply sociological theories concepts or evidence to the uses of ethnographic methods. The material is only implicitly related to the question and mainly irrelevant or of marginal relevance. **0 marks** No relevant sociological application.		difference under consideration, i.e. for investigating the disadvantages faced by working class young people. A detailed understanding of this topic is not expected. The response may also relate the selection or choice of ethnographic methods to the research aim. Candidates should be rewarded for appropriate application of theoretical perspectives to their discussion e.g. interpretivism and positivism.
			AO3: Analysis and evaluation **Level 4: 12–15 marks** The candidate shows an excellent ability to evaluate and analyse the usefulness of ethnographic methods for investigating the disadvantages faced by working class young people. Responses will include a range of explicit and relevant points evaluating ethnographic approaches and making some comparison with other methodologies. There will be a discussion of ethnographic methods for the purpose of the research. The evaluation will be sustained, balanced and the discussion will be related to the	15 AO3 1/2/3	**AO3: Analysis and evaluation** Candidates should discuss the advantages and disadvantages of ethnographic methods, especially in relation to the concepts of validity, reliability, representativeness and generalisability, and relate this to the context of the question, that of investigating the disadvantages faced by working class young people. In terms of positive evaluation candidates might include: • High level of validity due to researcher acquiring detailed understanding of subjects/immersion in lives of subjects

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Question			Answer	Marks	Guidance
			research context. There should be an explicit conclusion about the value of this method in this context. At the bottom of the band there will be a slightly narrower range of points and points will be less fully developed. **Level 3: 8–11 marks** The candidate shows a good ability to evaluate and analyse the usefulness of ethnographic methods for investigating the disadvantages faced by working class young people. Responses will raise a few clear points of evaluation but may leave these only partially developed. Different methodological approaches are likely to be compared only briefly. The evaluation is not necessarily balanced. The discussion will be explicitly related to the research context occasionally. There should be an explicit but under-developed conclusion. At the bottom of the band the range of points will be narrow and less developed. **Level 2: 4–7 marks** The candidate shows a basic ability to evaluate and analyse the usefulness of ethnographic methods for investigating the disadvantages faced by working class young people. Responses are likely to offer a few generalised, evaluative points with little supporting evidence or argument. If present different methodological approaches are likely to be juxtaposed simply and implicitly. The discussion may not be related to the research context, or merely implied. The conclusion is likely to be summative rather than evaluative. At the bottom of the band there should be at least two evaluative points but these are likely to be under-developed and unrelated to the context.		• Researchers are less likely to be misled by subjects because the group is typically studied over a period of time • Level of detail and insight into lives of a small group of people • Allows researchers to observe interactions among members of a social group • Avoids researchers imposing their reality on the social world of subjects • Allows disadvantaged and marginalised groups such as working class youth to have a voice • Can be used to give support or refute existing theories / hypotheses, e.g. Murray's underclass thesis • Using a combination of qualitative methods produces a fuller picture / complementary forms of data • Fits in with interpretivist and interactionist approaches to methodology, i.e. understanding the world from the viewpoint of actors • Any other relevant points. In terms of critical points candidates might include: • Demands on researcher in terms of time and involvement with the group under study • Difficulties of access and gaining trust of subjects • Issues of representativeness e.g. small size of samples, unscientific nature of typical sampling methods, sometimes based on possibly unrepresentative case studies e.g. MacDonald and Marsh study based on one town, problems of generalisability • Issues of bias, methods rely on interpretations of researchers, possibility of 'going native' • Researcher effects e.g. presence may affect subjects, higher chance of interviewer bias in informal interviews • Lack of reliability, difficulties of checking results and

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Question			Answer	Marks	Guidance
			Level 1: 1–3 marks The candidate shows a limited ability to evaluate and analyse the usefulness of ethnographic methods for investigating the disadvantages faced by working class young people. Responses should include at least one point of evaluation; however this is likely to be minimal, unbalanced, assertive or tangential to the main issue. Evaluation is implicit. The discussion may not be related to the research context. **0 marks** No relevant sociological evaluation or analysis.		replicating research • Lack of quantitative data e.g. difficult to measure extent of disadvantage, changes over time or quantify differences between groups • Criticisms from positivist perspectives, e.g. allegedly unscientific nature of ethnography • Ethical issues e.g. difficulty of obtaining informed consent from all participants, possible infringement on privacy, problems of researching sensitive issues • Any other relevant points.
5		*	**Outline the evidence that inequality significantly reduces the life chances of the working classes.** **AO1: Knowledge and understanding** **Level 4: 10–12 marks** The candidate shows an excellent knowledge and understanding of ways that inequality reduces the life chances of the working classes. The response demonstrates a degree of depth and breadth of understanding of a range of sociological material with some focus on sociological evidence together with knowledge of relevant concepts and theories; the material is generally accurate. There is a well–developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. **Level 3: 7–9 marks** The candidate shows a good knowledge and understanding of the ways that inequality reduces the life chances of the working classes. The response shows knowledge and understanding which is *either* wide ranging *or* detailed. There will be some understanding of sociological evidence, theories and/or concepts but not	**20** **12 AO1 1a/1b**	Candidates should show an understanding of the concepts of inequality and life chances. There are a wide range of possible ways to respond to this question and candidates are only expected to explore some of these. Possible ways which might be discussed by candidates could include: • Research and concepts relating to evidence of inequalities affecting life chances of the working class e.g. cultural deprivation, lack of cultural capital. • Impact of class inequalities upon educational opportunities of the working class, e.g. studies of material and cultural deprivation • Social class and health chances illustrated by data e.g. on mortality and morbidity; e.g. the health divide. • Life chances related to criminality, e.g. strain theory, relative deprivation, labelling theory • Links between social class and work place inequalities, e.g. higher chance of low paid workers also facing job insecurity, unemployment, lack of fringe benefits and occupational pensions, industrial accidents and diseases • Social class and family life, e.g. quality of parenting, risks of divorce and family breakdown

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Question			Answer	Marks	Guidance
			fully developed and more superficial. Responses are generally clear and accurate, though may contain some errors. There is a line of reasoning presented with some structure. The information presented is in the most–part relevant and supported by some evidence. **Level 2: 4–6 marks** The candidate shows a basic knowledge and understanding of at least one way that inequality reduces the life chances of the working classes. The response lacks breadth and detail, and may occasionally be confused or inaccurate. Knowledge and understanding of evidence, theories and concepts may be partial, inaccurate and undeveloped, or omitted. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. **Level 1: 1–3 marks** The candidate shows limited knowledge and understanding of ways that inequality reduces the life chances of the working classes. The response is narrow and under-developed, and shows considerable inaccuracy and lack of clarity; the candidate may simply describe an aspect of class inequality or life chances with little understanding of how one impacts upon the other. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. **0 marks** No relevant knowledge or understanding.		• Theoretical explanations: Marxist (e.g. class reproduction, lack of social / cultural / economic capital), Weberian (e.g. social closure, inequality of opportunity), New Right (e.g. underclass theory, welfare dependency) • Social policy responses e.g. Sure Start, Frank Field report, Social Mobility Commission, Labour government's policies on social exclusion • Any other relevant ways. Candidates are expected to apply their knowledge and understanding of evidence about ways that poverty may impact upon a person's life chances by drawing on relevant research data, concepts and theories and showing their relevance to the question.

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Question			Answer	Marks	Guidance
			AO2: Application **Level 4: 7–8 marks** The candidate shows an excellent ability to apply sociological knowledge. The material is explicitly and consistently related to the question. **Level 3: 5–6 marks** The candidate shows a good ability to apply sociological knowledge. The material is generally related to the question but relevance may be more implicit. **Level 2: 3–4 marks** The candidate shows a basic ability to apply sociological knowledge. The material is related to the question occasionally and mainly implicitly. **Level 1: 1–2 marks** The candidate shows a limited ability to apply sociological knowledge. The material is only implicitly related to the question and mainly irrelevant or of marginal relevance. **0 marks** No relevant sociological application.	8 AO2 1a	

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Question			Answer	Marks	Guidance
6		*	**'Women continue to be unequal to men because we still live in a patriarchal society.' Discuss.** **AO1: Knowledge and understanding** **Level 4: 13–16 marks** The candidate shows an excellent knowledge and understanding of how patriarchy might explain inequalities between men and women. The response demonstrates knowledge of a range of sociological material in some depth, including clear understanding sociological concepts and theory; the material is generally accurate. At the bottom of the band material may be slightly less developed in terms of either breadth or depth. There is a well–developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. **Level 3: 9–12 marks** The candidate shows a good knowledge and understanding of how patriarchy might explain inequalities between men and women. The response shows knowledge and understanding which is *either* wide–ranging *or* detailed. There will be some understanding of sociological theory and concepts but more superficial and under-developed. Responses are generally clear and accurate, though may contain some errors. There is a line of reasoning presented with some structure. The information presented is in the most–part relevant and supported by some evidence. **Level 2: 5–8 marks** The candidate shows a basic knowledge and understanding of how patriarchy might explain inequalities between men and women. The response lacks breadth and detail, and may occasionally be unclear or inaccurate, and contain errors. Knowledge and understanding of	**40** **16 AO1 1a/1b**	Candidates should show understanding that the view is associated with feminist perspectives on inequality, especially radical feminism. Candidates should explain the concept of patriarchy and explore different ways in which contemporary society could be seen as still patriarchal. Candidates are likely to apply evidence relating to gender inequalities in workplaces, for example occupational segregation, pay inequality and gender discrimination but should also be rewarded for applying knowledge from other areas of the specification which they have studied, for example debates about patriarchy in relation to family life, media representations, criminal victimisation and law enforcement or religion. Relevant concepts which could be applied might be: • Patriarchal structures • Patriarchal relations of production • Private and public patriarchy • Sexual class system • Sexual harassment • Sexualisation of women's work • Delusional systems • Sexual division of labour. Candidates might cite studies such as the following in support of the statement: • Firestone • Ortner • Rosaldo • Millett • Walby • Oakley • Stanko • Adkins.

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			concepts may be partial, inaccurate and undeveloped or omitted. There may be reliance on anecdotal examples. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. **Level 1: 1–4 marks** The candidate shows a limited knowledge and understanding of how patriarchy might explain inequalities between men and women. The response lacks breadth and detail, and shows considerable inaccuracy and lack of clarity; the candidate may simply describe an aspect of inequality in general. There is likely to be a tendency towards common sense knowledge. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. **0 marks** No relevant sociological knowledge or understanding. **AO2: Application** **Level 4: 7–8 marks** The candidate shows an excellent ability to apply sociological knowledge and evidence both for and against the view that women continue to be unequal to men because we still live in a patriarchal society. The material is explicitly and consistently related to the question. **Level 3: 5–6 marks** The candidate shows a good ability to apply sociological knowledge and evidence to the question. The material is generally related to the question but links may be more implicit.	**8 AO2 1a**	Candidates could question the statement both in terms of whether women are unequal to men and in terms of whether patriarchy is the main reason for gender inequality. In evaluation candidates could draw on a variety of theoretical approaches including: • Functionalism/human capital theory • Marxism • Marxist / socialist feminism • Liberal feminism • Postmodernist / difference feminism • Pollert's critique of Walby • Hakim and preference theory. Candidates might also be expected to apply some empirical evidence in support of criticisms of patriarchy, for example evidence of a narrowing of gender inequalities in employment and other areas and evidence that in some areas men may be seen as disadvantaged. Candidates may also refer to the impact of social, political and social policy responses, e.g. the impact of feminism and equality legislation.

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			Level 2: 3–4 marks The candidate shows a basic ability to apply sociological knowledge to the question and the answer will be lacking focus. The material is related to the question occasionally and mainly implicitly. **Level 1: 1–2 marks** Candidates show a limited ability to apply sociological knowledge to the question. The material is only implicitly related to the question and mainly irrelevant or of marginal relevance. **0 marks** No relevant sociological application. **AO3: Analysis and evaluation** **Level 4: 13–16 marks** Candidates show an excellent ability to evaluate and analyse the view that women continue to be unequal to men because we still live in a patriarchal society. Responses will include a range of sustained and explicit evaluative arguments with a reflective tone throughout. There will be a discussion of different theoretical approaches with a critical conclusion about the value of approaches based on patriarchy. The evaluation will be balanced. At the bottom of the band the evaluation may be lacking depth and/or detail at times. **Level 3: 9–12 marks** Candidates show a good ability to evaluate and analyse the statement. Responses will raise a few clear points of evaluation but may leave these only partially developed. Different theoretical approaches are likely to be compared briefly with an explicit but underdeveloped conclusion. The evaluation is not necessarily balanced. Evaluation based mainly on the juxtaposition of arguments should be placed	16 AO3 1/2/3	

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			towards the bottom of the band. **Level 2: 5–8 marks** Candidates show a basic ability to evaluate and analyse the statement. Responses are likely to offer a few generalised, evaluative points with little supporting evidence or argument. If present, different theoretical approaches are likely to be juxtaposed simply and implicitly. The conclusion is likely to be summative rather than evaluative. **Level 1: 1–4 marks** Candidates show a limited ability to evaluate and analyse the statement. Evaluation is implicit, minimal, unbalanced, assertive or tangential to the main issue. **0 marks** No relevant sociological evaluation or analysis.		

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APPENDIX 1

Assessment Objectives (AO) Grid

(* includes quality of extended responses)

Question	AO1	AO2	AO3	Total
1		4		4
2	2	4		6
3		4	6	10
4*	5	5	15	25
5*	12	8		20
6*	16	8	16	40
Totals	35	33	37	105

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