

ADVANCED GCE
SOCIOLOGY

Exploring Social Inequality and Difference

G674

Candidates answer on the answer booklet.

OCR supplied materials:

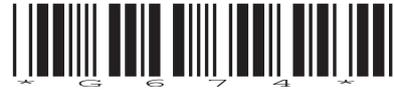
- 16 page answer booklet
(sent with general stationery)

Other materials required:

None

Tuesday 25 January 2011
Morning

Duration: 2 hours



INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number in the spaces provided on the answer booklet. Please write clearly and in capital letters.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Answer questions 1 and 2 and **either** question 3 **or** question 4.
- Do **not** write in the bar codes.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **100**.
- This document consists of **4** pages. Any blank pages are indicated.

Candidates will be assessed on their understanding of the connections between sociological thought and methods of sociological enquiry as they apply to the study of social inequality and difference. This is linked to the core themes of power, social inequality, socialisation, culture and identity. In their answers to questions candidates are therefore encouraged to draw upon aspects of social inequality and difference studied throughout their course.

Read the source material and answer compulsory questions 1 and 2. Answer **either** questions 3(a) and 3(b) **or** questions 4(a) and 4(b).

SOURCE MATERIAL

Investigating Ethnicity and Social Inequality

In his study of ethnicity and social inequality, Nabil Khattab reviews the empirical evidence for differences in the experience of different ethnic groups in education and work. For example, following Modood (1997), he suggests that some ethnic groups are more successful in education, including the Chinese, Indian and Asian Africans. In employment too, whilst all ethnic groups experience some level of ethnic disadvantage and discrimination in the labour market, some are becoming similar to those of White British people in relation to pay, promotion and career opportunities.

In trying to explain these differences, Khattab suggests that sociologists have neglected the link between ethnic disadvantage and religious background. For example the part that being a Muslim plays in the relative disadvantage of Pakistanis and Bangladeshis in Britain.

Khattab conducted secondary analysis of official statistics from the 2001 UK Census to explore the impact of religion on educational and occupational attainment. The sample used in the analysis was 3% of all males and females aged 16–59 in England and Wales who responded to the census – 988 782 records. The main variables explored through statistical analysis were qualifications, occupational class; gender, age, and ethnic-religious background. The ethnic-religious background was operationalised through religion and visible skin colour differences.

Khattab found that there is a significant relationship between religion, skin colour and people's educational and occupational attainment. For example, being white and part of a Christian culture is associated with advantage whilst being black and part of a Muslim culture is associated with disadvantage.

Khattab concludes that a multi-dimensional approach is needed to fully understand how different factors contribute to the creation of inequality. Religion and colour appear to be more important than ethnicity alone. In particular, whiteness seems to reinforce educational and occupational success among groups that are part of the dominant culture, whilst religion reinforces disadvantage towards groups that are culturally 'alien', whatever the skin colour.

Adapted from 'Ethno-religious Background as a Determinant of Educational and Occupational Attainment in Britain', by Nabil Khattab, in *Sociology*, Volume 43, No 2, 2009.

Use the source material and your wider sociological knowledge to answer **both** questions 1 and 2.

- 1 Outline and explain why concepts are operationalised in sociological research. [15]
- 2 Outline and assess the view that analysis of statistical trends and patterns is the best way to understand ethnic inequality. [25]

Using your wider sociological knowledge answer **either** question 3(a) and (b) **or** question 4(a) and (b).

- 3 (a) Outline the evidence that racism affects minority ethnic groups in the contemporary UK. [20]
(b) Outline and assess sociological explanations of ethnic inequality. [40]

or

- 4 (a) Outline the evidence that the middle classes are advantaged in the contemporary UK. [20]
(b) Outline and assess the view that social class is becoming less significant in the contemporary UK. [40]

[Total: 100]

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