

Sample Question Paper

A Level Sociology

H582/02 Researching and understanding social inequalities

Time allowed: 2 hours



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.

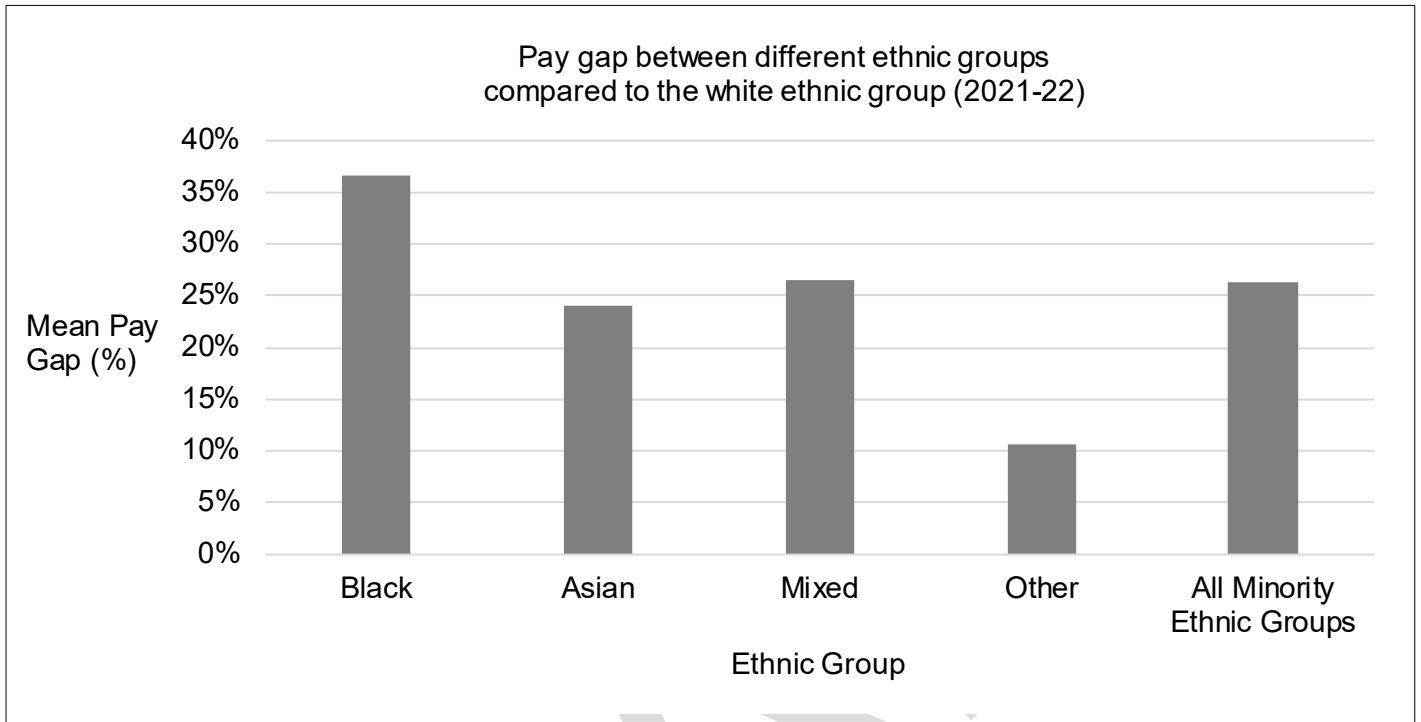
ADVICE

- Read each question carefully before you start your answer.

Section A

Read the source material.

Source A



Source A shows data from the data in the Ethnicity Pay Gap Report published in March 2023 by the Competition and Markets Authority and found on the www.gov.uk website.

It shows the mean difference or 'gap' in the hourly rate of pay between different ethnic groups and the white ethnic group over a one-year period between March 2021 and March 2022.

- 1 Outline the concept of reliability. Identify and explain an example to support your answer. [4]
- 2 Explain **two** reasons why official statistics are useful for studying ethnic inequalities in pay. Use evidence from **Source A** to support your answer. [8]
- 3 Explain how ethnographic research methods could be used to investigate young people in poor neighbourhoods. Discuss **one** strength **and one** weakness of using this method to study this topic. [16]

Section B

- 4 Outline the concept of social stratification. Identify and explain an example to support your answer. [4]
- 5 Explain **two** ways in which inequality reduces the life chances of the working classes.
Use your knowledge of sociological theories, concepts and evidence to support your answer. [8]
- 6* Evaluate the view that social class inequalities are functional for society.
Use your knowledge of sociological theories, concepts, evidence and research methods to support your answer. [16]
- 7* Discuss to what extent patriarchy is the cause of inequality between women and men.
Use your knowledge and understanding of sociological theories, concepts, evidence and research methods **from across your full course of study** to support and justify your answer. [24]

END OF QUESTION PAPER



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Source A: data taken from *Corporate report, Ethnicity Pay Gap Report: 1 April 2021 to 31 March 2022*, CMA, 30/03/2023, <https://www.gov.uk/government/publications/ethnicity-pay-gap-report-april-2021-to-march-2022/ethnicity-pay-gap-report-1-april-2021-to-31-march-2022>, (c) Crown copyright. Content is available under the Open Government Licence v3.0.

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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 18 pages

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

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

3. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

4. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
5. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

6. For answers marked by levels of response:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

7. Subject Specific Marking Instructions

Section A

Q1 Outline the concept of reliability. Identify and explain an example to support your answer. [4]			
AO1 Knowledge and Understanding (AO1 x 4)			
1 mark - Brief outline of reliability given.	1 mark - The outline of reliability is fully developed/further elaborated.	1 mark – An accurate example of reliability is identified.	1 mark – The example given is accurately explained in relation to the concept of reliability.
AO1 INDICATIVE CONTENT			
<ul style="list-style-type: none"> Reliability is consistency within research. Reliability is research that can be replicated and repeated. Any other reasonable outline. 	<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. Reliable research that can be repeated is favoured by Positivists and aims to check the scientific accuracy of this method of data collection Any other reasonable elaboration/development. 	<ul style="list-style-type: none"> Data produced by the Census that is produced every 10 years. Government data collected on household income such as the Households Below Average Income statistics (HBAI). Any other reasonable example. 	<ul style="list-style-type: none"> Census data is consistent over time and so can compare different time periods to look at changes such as religious belief HBAI data is consistent across different contexts and so can be used to track those below the average income over time and see whether this has decreased or increased. Any other reasonable explanation.

Q2 Explain two reasons why official statistics are useful for studying ethnic inequalities in pay. Use evidence from Source A to support your answer. [8]		
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 4)
4	4 marks The response shows excellent relevant knowledge and understanding of sociological material (research methods). The response is clear, accurate and detailed throughout.	4 marks The response shows an excellent ability to apply relevant sociological material (research methods) by using the selected sociological evidence consistently to explicitly address the specific question. There is effective engagement with, and use of, the source material.
3	3 marks The response shows good relevant knowledge and understanding of sociological material (research methods). The response is clear, generally relevant, accurate and mostly detailed.	3 marks The response shows a good ability to apply relevant sociological material (research methods) by frequently using the selected sociological evidence to explicitly address the specific question. Generally, there is good engagement with, and use of, the source material.
2	2 marks The response shows limited knowledge and understanding of sociological material (research methods). The response is sometimes clear but contain inaccuracies that undermine the response and lacks detail.	2 marks The response shows a limited ability to apply relevant sociological material (research methods) by occasionally attempting to use the selected sociological evidence to address the specific question. There is a limited attempt to engage with, or use, the source material.
1	1 mark The response shows basic knowledge and understanding of sociological material (research methods). The response is unclear, inaccurate and not detailed.	1 mark The response shows a basic ability to apply relevant sociological material (research methods). The material may be tangential to the question or have marginal relevance. There is a basic attempt to engage with the source material that may only be implied.
0	0 marks No creditworthy response.	0 marks No creditworthy response.

Q2 Explain **two** reasons why official statistics are useful for studying ethnic inequalities in pay.

Use evidence from **Source A** to support your answer. **[8]**

Guidance:

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

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

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

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT
<ul style="list-style-type: none"> One reason why official statistics are useful is that quantitative data is collected allowing patterns and trends (about ethnic inequalities in pay) to be more reliable and able to be compared. One reason why official statistics are useful 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 reason why official statistics are useful is because they are easy, cheap and quick to access because the researcher does not need to engage in collecting primary data which would require sourcing a sample. One reason why official statistics are useful is they are normally up to date and therefore reflect society at a relatively current point in time. Any other reasonable point. 	<ul style="list-style-type: none"> Source A shows that the Ethnicity Pay Gap Report collects quantitative data showing the difference in the average hourly rate of pay between different ethnic groups and the white ethnic group in an organisation. For example, there is a 37% mean pay gap when comparing black ethnic groups with the white ethnic group within an organisation. These official statistics clearly show the big differences in pay between different ethnic groups. Source A shows that the Ethnicity Pay Gap Report has used a wide range of people within the statistics from five ethnic categories. This will make sure that a representative view of ethnic groups in terms of their average hourly rate of pay can be gained so making the data particularly useful. Source A shows that the statistics from the Ethnicity Pay Gap Report are freely available via the internet. This will make sure there is little effort needed from the sociologist emphasising the usefulness of official statistics. Source A shows recent and contemporary statistics from 2021-22 meaning the sociologist can have a relevant snapshot on what is happening in terms of the ethnic pay gaps within organisations ensuring that data is up to date. Any other reasonable point.

Q3 Explain how ethnographic research methods could be used to investigate young people in poor neighbourhoods. Discuss one strength and one weakness of using this method to study this topic. [16]			
Level	AO1 Knowledge and Understanding (AO1 x 5)	AO2 Application (AO2 x 5)	AO3 Analysis and Evaluation (AO3 x 6)
4	4-5 marks The response shows excellent relevant knowledge and understanding of sociological material (research methods). The response is clear, accurate and detailed throughout.	4-5 marks The response shows an excellent ability to apply relevant sociological material (research methods) by using the selected sociological evidence consistently to explicitly address the specific question.	5-6 marks The response shows an excellent ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present clear and detailed arguments and make sound judgements. Both a strength and weakness are discussed.
3	3 marks The response shows good relevant knowledge and understanding of sociological material (research methods). The response is clear, generally relevant, accurate and mainly detailed.	3 marks The response shows a good ability to apply relevant sociological material (research methods) by frequently using the selected sociological evidence to explicitly address the specific question.	3-4 marks The response shows a good ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present clear arguments and make reasonable judgements. Both a strength and weakness are discussed.
2	2 marks The response shows limited knowledge and understanding of sociological material (research methods). The response is sometimes clear but contain inaccuracies that undermine the response and lacks detail.	2 marks The response shows a limited ability to apply relevant sociological material (research methods) by occasionally attempting to use the selected sociological evidence to address the specific question.	2 marks The response shows a limited ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to attempt to present limited arguments and make judgements. Only a strength or weakness might be discussed.
1	1 mark The response shows basic knowledge and understanding of sociological material (research methods). The response is unclear, inaccurate and not detailed.	1 mark The response shows a basic ability to apply relevant sociological material (research methods). The material may be tangential to the question or have marginal relevance.	1 mark The response shows a basic ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods). Attempts to present arguments and make judgements will be very basic and brief, if present at all. Only a strength or weakness might be discussed.
0	0 marks No creditworthy response.	0 marks No creditworthy response.	0 marks No creditworthy response.

Q3: Explain how ethnographic research methods could be used to investigate young people in poor neighbourhoods.
 Discuss **one** strength **and** **one** weakness of using this method to study this topic. [16]

Guidance:

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

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

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

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT	AO3 INDICATIVE CONTENT
<p>Knowledge/understanding of relevant research methods. E.g.</p> <ul style="list-style-type: none"> Ethnographic research methods are when the researcher involves him/herself into the normal and natural setting of the group being studied. Ethnography also involves the researcher where possible to participate in daily activities of the sample. Ethnographic methods can include a range of different research methods like unstructured interviews and observations, that might be more beneficial when studying young people. Ethnographic research is preferred by interpretivist sociologists that favour research methods that can fully explain what the people involved think and feel about something. Any other reasonable point. 	<p>Using the selected research methods to explicitly address the question. E.g.</p> <ul style="list-style-type: none"> This means researchers would observe directly the experiences of young people from poor neighbourhoods. This could mean looking at what a day in the life of these people is really like and see the disadvantages they may face e.g. lack of access to a nutritional breakfast. For the researcher to be able to participate within the group being studied they would need to spend significant time with the participants, e.g. this may involve shadowing them during a school day. The ability to use a range of different research methods can be helpful to get truly honest answers, e.g. in unstructured interviews potential feelings of humiliation and despair can be shared by the participant when talking about how disadvantage makes them feel. Researchers will get the opportunity for participants to open up about the potential effects to their mental health based on coming from a poor neighbourhood Any other reasonable point. 	<p>Analysing and evaluating the selected theories, concepts, evidence and research methods to...</p> <p>- Present arguments and make judgements. E.g.</p> <p><u>Possible strengths of ethnographic research methods:</u></p> <ul style="list-style-type: none"> They allow researchers to develop a rapport with participants and develop an empathic understanding of the group. This would be due to the natural setting of participant's homes from poor neighbourhoods and some Feminist sociologists might argue that it better helps understand the lived experiences of young women in poor neighbourhoods. They allow valid, in-depth, qualitative data to be collected as researchers would experience what each of the under-resourced young people have to go through. They are high in verstehen meaning researchers can develop an understanding of the meaning and reasons behind behaviours shown, when coming from poor neighbourhoods. <p><u>Possible weaknesses of ethnographic research methods:</u></p> <ul style="list-style-type: none"> Functionalists might argue that interpretivist methods that are used within ethnography tend to use a far smaller sample than methods like surveys meaning the research is far less representative e.g. unstructured interviews. Some poor neighbourhood houses still have lots of high status, expensive items. Qualitative data is harder to analyse due to the sheer weight of material that is gathered by the researcher. Conversations may take a long time when talking to a young person so data may be hard to record. Research findings are far harder to present quantitatively meaning findings may not be noticed and effectively affect social change. If the research is not representative, then social policy around supporting poorer neighbourhoods may not change. Any other reasonable point.

Section B

Q4 Outline the concept of social stratification. Identify and explain an example to support your answer. [4]			
AO1 Knowledge and Understanding (AO1 x 4)			
1 mark - Brief outline of social stratification given.	1 mark - The outline of social stratification is fully developed/further elaborated.	1 mark – An accurate example of social stratification is identified.	1 mark – The example given is accurately explained in relation to the concept of social stratification.
AO1 INDICATIVE CONTENT			
<ul style="list-style-type: none"> Social stratification is the layering of people in society from top to bottom. Any other reasonable outline. 	<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. Any other reasonable elaboration/development. 	<ul style="list-style-type: none"> Role allocation. Meritocracy. Any other reasonable example. 	<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 most 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). Any other reasonable explanation.

Q5 Explain two ways in which inequality reduces the life chances of the working classes. Use your knowledge of sociological theories, concepts and evidence to support your answer. [8]		
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 4)
4	4 marks The response shows excellent relevant knowledge and understanding of sociological material (theories, concepts and evidence). The response is clear, accurate and detailed throughout.	4 marks The response shows an excellent ability to apply relevant sociological material (theories, concepts and evidence) by using the selected sociological evidence to explicitly address the specific question. There is excellent application of this material for both of the two points raised by the question.
3	3 marks The response shows good relevant knowledge and understanding of sociological material (theories, concepts and evidence). The response is clear, generally relevant, accurate and mainly detailed.	3 marks The response shows a good ability to apply relevant sociological material (theories, concepts and evidence) by using the selected sociological evidence to explicitly address the specific question. There is good application of this material for both of the two points raised by the question.
2	2 marks The response shows limited knowledge and understanding of sociological material (theories, concepts and evidence). The response is sometimes clear but contain inaccuracies that undermine the response and lacks detail.	2 marks The response shows a limited ability to apply relevant sociological material (theories, concepts and evidence) by attempting to use the selected sociological evidence to address the specific question. There is limited application for both or just one of the two points raised by the question.
1	1 mark The response shows basic knowledge and understanding of sociological material (theories, concepts and evidence). The response is unclear, inaccurate and not detailed.	1 mark The response shows a basic ability to apply relevant sociological material (theories, concepts and evidence). The material may be tangential to the question or have marginal relevance. There is basic application for both or just one of the two points raised by the question.
0	0 marks No creditworthy response.	0 marks No creditworthy response.

Q5 Explain **two** ways in which inequality reduces the life chances of the working classes.

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

Guidance:

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

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

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

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

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT
<ul style="list-style-type: none"> 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 reasonable point. 	<ul style="list-style-type: none"> This means that those who are in the reserve army of labour are part of the proletariat and as such lack the same life chances as the bourgeoisie. The working classes (proletariat) are likely to be in insecure employment that is subject 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. This means their life chances are limited by their income and lack of access to leisure activities. The working class are also less able to secure mortgages, be able to afford private pensions and have savings because of the precarious nature of the secondary labour market. For Weber, this means that the working classes have a lower social class than others in society. They also lack organised representation in the workplace that would enable them to increase life chances via trade union support and action. Also, they lack the status of the higher social classes, meaning they do not feel respected or valued and are not seen in this prestigious way. This similarly reduces both opportunities and life chances for them'. Any other reasonable point.

Q6* Evaluate the view that social class inequalities are functional for society. Use your knowledge of sociological theories, concepts, evidence and research methods to support your answer. [16]			
Level	AO1 Knowledge and Understanding (AO1 x 4)	AO2 Application (AO2 x 4)	AO3 Analysis and Evaluation (AO3 x 8)
4	4 marks The response shows excellent relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, accurate and detailed throughout.	4 marks The response shows an excellent ability to apply relevant sociological material (theories, concepts, evidence and research methods) by using the selected sociological evidence consistently to explicitly address the specific question.	7-8 marks The response shows an excellent ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present arguments, make sound judgements and draw reasoned conclusions. A balanced discussion is presented (e.g. considering both supporting/challenging views). <i>There is a well-developed and sustained line of reasoning which is clear, coherent and logically structured. Information presented is relevant/ appropriate and substantiated/supported by evidence.</i>
3	3 marks The response shows good relevant knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is clear, generally relevant, accurate and mainly detailed.	3 marks The response shows a good ability to apply relevant sociological material (theories, concepts, evidence and research methods) by frequently using the selected sociological evidence to explicitly address the specific question.	5-6 marks The response shows a good ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to present arguments, make reasonable judgements and draw conclusions from this material. A balanced discussion is presented (e.g. considering both supporting/ challenging views). <i>There is a line of reasoning presented which is reasonably coherent with some structure. Information presented is mostly relevant/ appropriate and mostly substantiated/supported by evidence.</i>
2	2 marks The response shows limited knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is sometimes clear but contain inaccuracies that undermine the response and lacks detail.	2 marks The response shows a limited ability to apply relevant sociological material (theories, concepts, evidence and research methods) by occasionally attempting to use the selected sociological evidence to address the specific question.	3-4 marks The response shows a limited ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods) to attempt to present arguments, make judgements and draw conclusions. The discussion may not be balanced (e.g. only considering supporting views). <i>The response has limited structure. Information presented is sometimes relevant/appropriate and sometimes substantiated/supported by evidence.</i>
1	1 mark The response shows basic knowledge and understanding of sociological material (theories, concepts, evidence and research methods). The response is unclear, inaccurate and not detailed.	1 mark The response shows a basic ability to apply relevant sociological material (theories, concepts, evidence and research methods). The material may be tangential to the question or have marginal relevance.	1–2 marks The response shows a basic ability to analyse and evaluate sociological material (theories, concepts, evidence and research methods). Attempts to present arguments, make judgements and draw conclusions, if present, will be brief. The discussion may not be balanced (e.g. only considering supporting views). <i>The response is poorly structured. Information presented is rarely relevant/ appropriate and unlikely to be substantiated/supported by evidence.</i>
0	0 marks No creditworthy response.	0 marks No creditworthy response.	0 marks No creditworthy response.

Q6* Evaluate the view that social class inequalities are functional for society.

Use your knowledge of sociological theories, concepts, evidence and research methods to support your answer. **[16]**

Guidance:

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

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

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

- 1–2 points for a Level 1 / Level 2 response
- 3–4 points for a Level 3 / Level 4 response.

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

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT	AO3 INDICATIVE CONTENT
<p>Knowledge/understanding of relevant sociological theories, concepts, evidence and research methods. E.g.</p> <ul style="list-style-type: none"> • Davis and Moore argue 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 would be through role allocation. • Parsons' argument that social class inequality is based on social stratification due to a value consensus. This means that there must 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. There is not a clear meritocracy. • Functionalism and Marxism both favour positivist methods which can show how large groups of people behave in similar ways. Functionalist Durkheim states there are social laws known as 'social facts' that 	<p>Using the selected sociological theories, concepts, evidence and research methods to explicitly address the question. E.g.</p> <ul style="list-style-type: none"> • This makes sure that those who are the most able are allocated to the most difficult jobs or those that require the most training such as doctors or lawyers, and thus deserve the higher rewards. • Some things that people achieve are more important so naturally are more likely to achieve reward, as people agree on the value consensus. • The workers create the wealth for the bourgeoisie and only get a small amount of the surplus value of that wealth back in the form of their wages • Working class people often share similar interests and have jobs that are quite similar in terms of salary. The scale of this is more easily analysed by using quantitative methods. 	<p>Analysing and evaluating the selected theories, concepts, evidence and research methods to...</p> <p>- Present arguments, make judgements, draw conclusions. E.g.</p> <ul style="list-style-type: none"> • 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 the Neo-Marxist Gramsci, the idea of hegemony encourages most of the working class to side with the ruling class to ensure a stable economic system. Institutions like education and the media control people's minds into thinking social stratification is important for society to run smoothly. • 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.

<p>shape and determine the social actions of people.</p> <ul style="list-style-type: none">Any other reasonable point.	<ul style="list-style-type: none">Any other reasonable point.	<ul style="list-style-type: none">Positivist methods are often low in validity and have little understanding of the reasons behind the data. Interpretivists like Weber would argue that human beings have 'free will' and would reject the idea that behaviour is shaped by social structure or social laws. Human beings are conscious beings so are not forced to take pre-determined routes in life because of the way society is organised.Any other reasonable point.
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Q7* Discuss to what extent patriarchy is the cause of inequality between women and men.

Use your knowledge and understanding of sociological theories, concepts, evidence and research methods **from across your full course of study** to support and justify your answer. [24]

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

Q7* Discuss to what extent patriarchy is the cause of inequality between women and men.

Use your knowledge and understanding of sociological theories, concepts, evidence and research methods **from across your full course of study** to support and justify your answer. **[24]**

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.

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 and understanding displayed from across the full course of study. Examples provided in the indicative content are not exhaustive. **NB.** As per the level descriptors, candidates can only access AO1 and AO2 marks in Levels 3 and 4 if they have used knowledge and understanding drawn from across the whole course of study.

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

AO1 INDICATIVE CONTENT	AO2 INDICATIVE CONTENT	AO3 INDICATIVE CONTENT
<p>Knowledge/understanding of relevant sociological theories, concepts, evidence and research methods. E.g.</p> <ul style="list-style-type: none"> • Oakley argues gender role socialisation creates a gender gap from a young age due to canalisation, verbal appellations, different activities and manipulation. • Rich argues that women are subjected to compulsory heterosexuality in order to support patriarchy and the nuclear family. • Johnson argues that patriarchal terrorism still exists where men are able to exert their power and control over women in the home. 	<p>Using the selected sociological theories, concepts, evidence and research methods to explicitly address the question. E.g.</p> <ul style="list-style-type: none"> • 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. • This means that women who lack power in the same way as men hold within the home are still controlled 	<p>Analysing and evaluating the selected theories, concepts, evidence and research methods to... - Present arguments, make judgements, draw conclusions. E.g.</p> <ul style="list-style-type: none"> • 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). • 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. • Arguments that whilst gender has seen traditional disadvantage, social class creates a bigger divide

<ul style="list-style-type: none"> • Barron and Norris argue that those in the secondary labour market (including women) continue to face the most disadvantage. • 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. • Examples of research methods might include positivist research, which places a large emphasis on detachment and objectivity. It also includes the use of structured interviews and social classifications like the Hope-Goldthorpe scale. • Any other reasonable point. 	<p>by men via money, domestic abuse and sexual violence.</p> <ul style="list-style-type: none"> • 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. • This means positivist methods like structured interviews don't give the interviewee any power to decide on what they want to talk about. This is a division of labour similar to patriarchal control. • Any other reasonable point. 	<p>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)</p> <ul style="list-style-type: none"> • 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). • Feminists like Oakley favour interpretivist research methods like unstructured interviews as women's experiences and views can then be truly understood. However, this means research can potentially include subjectivity and assumptions may be made based on bias that we do live in a patriarchal society. Some feminists argue that social classifications like the Hope-Goldthorpe scale are based on men's occupations and don't really focus on women and their lack of opportunity due to patriarchy • Any other reasonable point.
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H582/02 Assessment Objectives Grid

Question	AO1	AO2	AO3	Total
1	4	0	0	4
2	4	4	0	8
3	5	5	6	16
4	4	0	0	4
5	4	4	0	8
6*	4	4	8	16
7*	8	8	8	24
Totals	33	25	22	80

*These questions include criteria for Quality of Extended Response.