



GCE

Sociology

H580/02: Researching and understanding social inequalities

Advanced GCE

Mark Scheme for June 2019

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Annotation	Meaning
	Sociological or methodological theory.
	Sociological or methodological evidence: concepts / statistics / social policy
	Developed Point: fully explained in a relevant way / detailed Q1 Interpretation/drawing conclusion from the data
	Underdeveloped: partially explained, requiring more depth
	Application/Interpretation: explicit engagement with the source or context of the question Q1 To indicate data taken from the source to support the point
	Lip service
	Evaluation: Q3 and Q4 for weakness of the method Q6 for arguments against the claim
	Q3 and Q4: strength of the method Q6 arguments for the claim
	Unsubstantiated/ undeveloped/ implicit: accurate without explanation/ support
	Unclear/confused/lacks sense not creditable
	Repetition
 Highlight	Q2 problem cited Q4 in the margin for description of method only AND in the answer for combination of methods Q5 area of inequality Q6 conclusion
	Not clearly focused on question set: tangential – sociological but not directly relevant

MARK SCHEME H580/2 Summer 2019

Question	Answer	Marks	Guidance
1	<p>Summarise two patterns or trends shown in the bar graph data in Source A.</p> <p>AO2: Application Level 4: 4 marks The candidate shows an excellent ability by clearly and accurately summarising two patterns or trends in the data in Source A. Candidates may consider two patterns, two trends or a pattern and a trend. At this level both points should explicitly refer to data in the source.</p> <p>Level 3: 3 marks The candidate shows a good ability to summarise the data. At this level answers will typically summarise two patterns and/or trends but will only explicitly apply data in relation to one of them.</p> <p>Level 2: 2 marks The candidate shows a basic ability to interpret the data. Candidates will typically identify two patterns and/or trends but fail to explicitly identify any examples of data or they will clearly identify one pattern or trend and support it with relevant data.</p>	4 AO2 1b	<p>Candidates should summarise patterns (e.g. comparison of regular differences between groups) or trends (changes over time). Candidates who simply read figures off from the graph without actually summarising the information should not be placed above Level 2.</p> <p>The following are examples of patterns and trends which might be identified by candidates.</p> <ul style="list-style-type: none"> • From 1993 to 2001 unemployment levels of 16 to 24 year olds fell, declining from just under 18% to around 12%. • From 2004 to 2010 unemployment levels of 16 to 24 year olds increased from just over 12% to nearly 20%. • From 1993 to 2001 unemployment levels of adults between 25 and retirement age fell, declining from just under 9% to just under 4%. • From 2005 to 2010 there was an overall increase in unemployment levels of adults between 25 and retirement age, it increased from just over 3% to around 6%. • In 2010 the rate of unemployment for workers aged 16-24 was just under 20%, more than three times higher than that for 25 year olds to retirement age at around 6%. • Younger workers aged 16-24 have had consistently higher levels of unemployment than older workers throughout the period shown but the difference between the groups increased between 1993 and 2010 with younger workers having around twice the rate of unemployment of older workers in 1993 but over 3 times the rate in 2010. • Any other reasonable interpretation of the data which identifies a pattern or trend should be rewarded provided it is accurate.

		<p>Level 1: 1 mark The candidate shows a limited ability to interpret data, for example by identifying a simple pattern or trend or attempting to apply some relevant data without explicitly explaining what pattern or trend may be identified.</p> <p>0 marks No ability to interpret data shown, e.g. the candidate misunderstands the data or interprets it entirely inaccurately.</p>		
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Question	Answer	Marks	Guidance
2	<p>With reference to Source B, explain two ways in which shared cultural characteristics between researchers and the people they are researching may be helpful when undertaking research.</p> <p>AO1: Knowledge and understanding 2 marks The candidate shows a clear understanding of two ways in which shared cultural characteristics between researchers and the people they are researching may be helpful when undertaking research.</p> <p>1 mark The candidate clearly explains one way or shows a partial understanding of two ways.</p> <p>0 marks No relevant knowledge or understanding.</p> <p>AO2: Application Level 4: 4 marks The candidate shows an excellent ability to apply evidence with a clear ability to support both ways with material from the Source.</p> <p>Level 3: 3 marks The candidate shows a good ability to apply evidence from the Source, for example by showing a clear ability to support one way and some evidence to support a second.</p>	<p>6</p> <p>2 AO1 2a/2b</p> <p>4 AO2 1b</p>	<p>The best answers are likely to refer to theoretical or conceptual ideas in relation to ways in which shared cultural characteristics between researchers and researched may be helpful when undertaking research. For example:</p> <ul style="list-style-type: none"> • The need to establish rapport with subjects. • Interpretivists preference for a verstehen or empathetic approach. • Facilitating access to groups of subjects. • Common language facilitating communication (though this may not have been the case with some of the Asian participants). • Facilitating an unobtrusive approach in participant observation. <p>Examples of data from the source which might be applied.</p> <ul style="list-style-type: none"> • One of the researchers participated in the predominantly white club as a player throughout the research period and this would have helped him to gain access to players in his club and possibly others. • The researchers were white and middle class and this cultural similarity would have helped them establish rapport with players in the white club. • Although the participating researcher was not Asian or Muslim his enthusiasm and understanding of cricket may have helped him to gain rapport with players in the Aylesworth club. • The fact that the researcher did not drink alcohol was something he had in common with the Muslim players and helped to establish a rapport with them. • The researcher was male which may have helped him to establish rapport with subjects who were all male.

		<p>Level 2: 2 marks The candidate shows a basic ability to apply evidence from the Source, for example by using evidence to clearly support one of the ways cited or showing some ability to support two ways with evidence</p> <p>Level 1: 1 mark The candidate shows a limited ability to apply evidence from the Source to support at least one way. Reference to the source is likely to be lip service only.</p> <p>0 marks No relevant application of material from the Source</p>		
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Question	Answer	Marks	Guidance
3	<p>Identify and explain two problems for sociologists using the data in Source A to study age inequalities in unemployment.</p> <p>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 two problems for sociologists using the data in Item A to study age inequalities in unemployment.</p> <p>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 identified problems but it is likely to be clearer in relation to one than the other.</p> <p>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 only one of the problems or a less clear attempt to apply data to both.</p> <p>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</p>	10 4 AO2 1b	<p>To gain marks for application candidates must make reference to the data in Source A. Candidates who simply evaluate quantitative data in general or official statistics may score marks for evaluation but not for application.</p> <p>Possible problems might include:</p> <ul style="list-style-type: none"> • Validity – Some sociologists may question the ILO definition of unemployment e.g. how do we establish that people are actually looking for work. • Researcher effects – Some respondents may not give entirely accurate responses, e.g. due to shame about unemployment or concerns that interviewers are associated with checking up on entitlement to benefits. • The data only considers 25 years to retirement age as one of the age groups category and this may conceal considerable differences within this group e.g. higher rates of unemployment among older workers. • The data is purely quantitative and interpretivists might argue that qualitative data e.g. on how different age groups experience unemployment would be useful as well. • Although the data is based on a large-scale survey with a large sample it only samples in tiny minority (0.1%) of the population so may still not be wholly representative. • The data only provides a snapshot, showing what percentage of each age group is unemployed at any one time and doesn't provide information on the length of unemployment. • Although the data correlates unemployment with age some sociologists might also want to examine how far it is linked to other social characteristics such as gender, social class or ethnicity. • The data series only go up to 2010, some sociologists might be interested to look at more recent patterns and trends. <p>Any other reasonable response should be rewarded.</p>

		<p>apply at least one aspect of the data but it will lack clarity or be of marginal relevance.</p> <p>0 marks No relevant application of data.</p> <p>AO3: Analysis and evaluation Level 4: 5–6 marks The candidate shows an excellent ability to evaluate sociologists using the data in Source A to study age inequalities in unemployment by considering two problems. Both points should be clearly developed and supported by methodological concept(s) and/or theory. At the bottom of the level, one is likely to be less developed.</p> <p>Level 3: 4 marks The candidate shows a good ability to evaluate sociologists using the data in Source A to study age inequalities in unemployment by considering two problems one of which will be supported by methodological concept(s) and or theory. The development of the evaluation is likely to be uneven in terms of coverage of the two problems. There should be some specific reference to the study of age inequalities in unemployment.</p>	6 AO3 1/2	
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		<p>Level 2: 2–3 marks The candidate shows a basic ability to evaluate sociologists using the data in Source A to study age inequalities in unemployment by considering two problems with a less developed evaluation of both, methodological concept(s) may be undeveloped or implicit. Alternatively the candidate may consider only one relevant problem offering a clear and developed evaluation supported by methodological concept(s) and or theory</p> <p>Level 1: 1 mark The candidate shows a limited ability to evaluate sociologists using the data in Source A to study age inequalities in unemployment. Candidates will typically present a less developed evaluation in terms of just one problem.</p> <p>0 marks No relevant evaluation.</p>		
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Question	Answer	Marks	Guidance
4	<p data-bbox="342 233 882 499">Using Source B and your wider sociological knowledge, explain and evaluate the use of ethnographic methods for studying the attitudes and behaviour of White British and British Pakistani Muslim cricketers in relation to alcohol consumption.</p> <p data-bbox="342 544 786 608">AO1: Knowledge and understanding Level 4: 4–5 marks</p> <p data-bbox="342 616 882 1038">The candidate shows an excellent knowledge and understanding of the use of ethnographic methods for studying the attitudes and behaviour of White British and British Pakistani Muslim cricketers in relation to alcohol consumption. The response will use a wide range of accurate methodological theory and concepts. There is a well–developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p data-bbox="342 1083 544 1110">Level 3: 3 marks</p> <p data-bbox="342 1118 869 1441">The candidate shows a good understanding of ethnographic methods in this context. 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</p>	<p data-bbox="904 233 943 260">25</p> <p data-bbox="904 544 987 600">5 AO1 2a/2b</p>	<p data-bbox="1059 233 1906 515">AO1: Knowledge and Understanding Candidates should show an understanding of what is meant by ethnographic methods. They may also make reference to specific data collection techniques used in this study including individual interviews, focus group interviews and participant observation. They may also refer to the concepts of triangulation/methodological pluralism. The best answers may consider how more than one method may be combined in an ethnographic approach.</p> <p data-bbox="1059 555 1928 1018">Discussion of the concepts of validity, reliability, representativeness and generalisability in relation to ethnographic methods is also expected. This should relate to consideration of the context and the aspect of inequality and difference under consideration, i.e. the attitudes and behaviour of White British and British Pakistani Muslim cricketers in relation to alcohol consumption. A detailed understanding of this topic is not expected. The response may also relate the selection or choice of methods to the research aim. Candidates should be rewarded for appropriate application of theoretical perspectives to their discussion e.g. interpretivism and positivism</p> <p data-bbox="1059 1058 1917 1233">AO2: Application Candidates are expected to apply their knowledge and understanding of ethnographic methods and how these might be applied to the study of the attitudes and behaviour of White British and British Pakistani Muslim cricketers in relation to alcohol consumption.</p> <p data-bbox="1059 1273 1928 1417">Candidates are expected to apply material drawn from the Source in answering the question. For example, they might point to the way in which participation by one researcher in one of the clubs allowed access to this social group and permitted a degree of rapport with other</p>

		<p>some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>Level 2: 2 marks The candidate shows a basic understanding of ethnographic methods in this context. The response lacks range and depth and may occasionally be unclear or inaccurate, and contain errors; however, the candidate does establish the basic meaning of ethnographic methods. Knowledge and understanding of concepts may be partial, implicit, inaccurate and undeveloped, or omitted. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p>Level 1: 1 mark The candidate shows a limited understanding of ethnographic methods. The response lacks range 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.</p> <p>0 marks No relevant knowledge or understanding.</p>	<p>cricketers. They might also point to the way in which using several methods might allow for a degree of triangulation e.g. hypotheses developed during participant observation, for example about Muslims being torn between two worlds might be followed up in individual or group interviews.</p> <p>AO3: Analysis and evaluation Candidates should discuss the advantages and disadvantages of using ethnographic methods, especially in relation to the concepts of validity, reliability, representativeness and generalisability, and relate this to the context of the question, investigating the attitudes and behaviour of White British and British Pakistani Muslim cricketers in relation to alcohol consumption. Good and excellent responses should not simply list the advantages and disadvantages of the individual methods used in the study but should offer some evaluation of the benefits and problems with a broader ethnographic approach.</p> <p>In terms of positive evaluation candidates might include:</p> <ul style="list-style-type: none"> • Issues of validity – using ethnography allows a richer/deeper understanding of subjects’ social worlds giving a more valid insight into their social reality. • Issues of access – although a potential problem in ethnographic research this was relatively straightforward as one researcher already had an entrée into the world of cricket as a player himself. • In-depth interviews and group interviews allow respondents to explain their feelings / meanings more fully overcoming possible problems with only using questionnaires or more structured interviews. • Interpretivists would favour ethnographic methods as they allow researchers to understand the meanings and subjective attitudes of participants • Combining ethnographic methods/ triangulation allows for the strengths of one method to compensate for the weaknesses of the
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		<p>AO2: Application Level 4: 4–5 marks The candidate shows an excellent ability to relate the use of ethnographic methods for studying the attitudes and behaviour of White British and British Pakistani Muslim cricketers in relation to alcohol consumption in an explicit way. The material is related to the question.</p> <p>Level 3: 3 marks The candidate shows a good ability to relate the use of ethnographic methods for studying the attitudes and behaviour of White British and British Pakistani Muslim cricketers in relation to alcohol consumption in a mostly explicit way. The material may be more implicitly related to the question.</p> <p>Level 2: 2 marks The candidate shows a basic ability to relate the use of ethnographic methods for studying the attitudes and behaviour of White British and British Pakistani Muslim cricketers in relation to alcohol consumption. Explicit application is likely to be very narrow. The material is related to the question occasionally and mainly implicitly.</p>	5 AO 2 1b	<p>other, for example observations can be used to check the validity of statements made in interviews.</p> <ul style="list-style-type: none"> • Ethnographic methods are likely to achieve a higher level of rapport and verstehen because researchers typically develop longer-term and meaningful relationships with the subjects, e.g. via one of the researchers playing cricket with them. • This type of research creates few ethical problems as subjects have given informed consent and are not likely to suffer harm through the experience of being researched. The fact that pseudonyms were used for the clubs suggests that the researchers were concerned to maintain confidentiality. <p>In terms of critical points candidates might include:</p> <ul style="list-style-type: none"> • Relatively small sample size as only members of two clubs were studied meaning the research was possibly unrepresentative and could not be generalised. • Issues of reliability – Research was conducted by white middle class researchers, other researchers might obtain different results if conducting similar research on a similar group of cricketers. • The study was relatively time consuming taking over four years to study players in just two clubs. • Difficulties of analysis. A study over a long period of time using at least three different methods would produce a lot of data which might be difficult to record, analyse and cross-tabulate. • The research would produce predominantly qualitative data and was based on a small sample, it would therefore be difficult to engage in statistical comparisons, e.g. between white and Asian players which might be advocated by more positivist researchers. • The direct involvement of at least one researcher as a member of one club and in participant observation might produce a degree of bias and subjectivity which would be criticised by more positivist sociologists seeking a greater degree of objectivity and value freedom. • As one researcher acknowledges, he had a greater degree of rapport with his white subjects than with the Asian Muslims and latter group
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		<p>Level 1: 1 mark The candidate shows a limited ability to relate the use of ethnographic methods to the context in the research. The material is only implicitly related to the question and mainly irrelevant or of marginal relevance.</p> <p>0 marks No relevant sociological application.</p> <p>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 studying the attitudes and behaviour of White British and British Pakistani Muslim cricketers in relation to alcohol consumption. Responses will include a wide range of explicit and relevant points evaluating such an approach and may make some comparison with other methodologies. There will be a discussion of ethnographic methods in relation to the purpose of the research. The evaluation will be sustained, balanced and the discussion will be related to the use of ethnographic research methods in Source B. At the bottom of the level there will be a slightly narrower range of points and points will be less fully developed. The candidate may research a critical and reasoned conclusion.</p> <p>Level 3: 8–11 marks The candidate shows a good ability to evaluate and analyse the usefulness of</p>	<p>15 AO3 1/2/3</p>	<p>may have been more reluctant to offer clear and honest answers to someone who might be perceived to be culturally different.</p> <p>Any other relevant points should be rewarded.</p>
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		<p>ethnographic methods for studying the attitudes and behaviour of White British and British Pakistani Muslim cricketers in relation to alcohol consumption. Responses will include a wide range or depth of explicit and relevant evaluative points and may make some comparison with other methodologies. Responses will raise a few clear points of evaluation but may leave these only partially developed. At the bottom of the level the range of points will be narrow and less developed. The candidate may reach a critical but brief conclusion.</p> <p>Level 2: 4–7 marks The candidate shows a basic ability to evaluate and analyse the usefulness of ethnographic methods. 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/or implicitly. At the bottom of the level there should be at least two evaluative points but these are likely to be under-developed and unrelated to the context. If present, the conclusion is likely to be summative.</p>		
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		<p>Level 1: 1–3 marks The candidate shows a limited ability to evaluate and analyse the usefulness of ethnographic methods. Responses should include at least one point of evaluation, however, this is likely to be minimal, unbalanced, assertive, one-sided or tangential to the main issue. Evaluation is implicit. There is unlikely to be a conclusion.</p> <p>0 marks No relevant sociological evaluation or analysis.</p>		
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Question	Answer	Marks	Guidance
5	<p data-bbox="342 228 869 339">Outline ways in which a person's life chances in the UK today may be influenced by their ethnicity.</p> <p data-bbox="342 387 790 451">AO1: Knowledge and understanding Level 4: 10–12 marks</p> <p data-bbox="342 459 857 882">The candidate shows an excellent knowledge and understanding of ways in which a person's life chances in the UK today may be influenced by their ethnicity. The response demonstrates a wide range and depth of sociological evidence, theories and/or 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.</p> <p data-bbox="342 930 566 962">Level 3: 7–9 marks</p> <p data-bbox="342 970 880 1422">The candidate shows a good knowledge and understanding of ways in which a person's life chances in the UK today may be influenced by their ethnicity. 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 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</p>	<p data-bbox="902 228 947 260">20</p> <p data-bbox="902 371 992 435">12 AO1 1a/1b</p>	<p data-bbox="1059 228 1973 475">Candidates should show an understanding of the concepts of life chances and ethnicity. Better answers may show understanding of differences not just between White British and minorities in general but also of diversity between minority ethnic groups, e.g. discussion of evidence that some minorities have better life chances than White British in certain areas. Some candidates may also consider how gender may also affect life chances of members of minority ethnic groups.</p> <p data-bbox="1059 515 1966 619">There are a wide range of possible ways to respond to this question and candidates are only expected to explore some of these.</p> <p data-bbox="1059 659 1574 691">Possible areas of knowledge might include:</p> <ul data-bbox="1059 699 1973 1209" style="list-style-type: none"> • Life chances in employment e.g. knowledge of patterns in relation to proportions of different ethnic groups unemployed, in higher or lower status/skilled jobs. • Evidence of discrimination in the workplace or other social settings e.g. studies by CRE and EHRC. • Life chances in relation to acquisition of wealth and higher incomes. • Comparison of chances of suffering poverty in different groups. • Chances of undergoing upward social mobility. • Chances of high attainment in education eg evidence about exam results/ qualifications, access to higher education. • Chances of becoming involved in the criminal justice system either as an offender/receiving a criminal record or as a victim of crime. • Negative representations of ethnic minorities in mass media leading to stereotyping and discrimination affecting life chances. <p data-bbox="1059 1249 1709 1281">Possible studies/data which might be applied include:</p> <ul data-bbox="1059 1289 1899 1422" style="list-style-type: none"> • ONS statistical data on work and employment. • Studies of workplace discrimination eg Wood et al 2009. • Evidence of ethnic penalty in work eg Heath and Wu 2005, Joseph Rowntree Foundation 2007, Battu and Sloane 2004.

		<p>the most–part relevant and supported by some evidence.</p> <p>Level 2: 4–6 marks The candidate shows a basic knowledge and understanding of at least one way in which a person’s life chances in the UK today may be influenced by their ethnicity. The response lacks depth and range, and may occasionally be confused or inaccurate. Knowledge and understanding of evidence, theories and concepts may be partial, inaccurate, implicit and undeveloped, or omitted. The information has some relevance and is presented with some degree of structure. The information is supported by some evidence.</p> <p>Level 1: 1–3 marks The candidate shows limited knowledge and understanding of ways way in which a person’s life chances in the UK today may be influenced by their ethnicity. The response is narrow and un-developed, and shows considerable inaccuracy and lack of clarity. The information is limited and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p>0 marks No relevant knowledge or Understanding</p>	<ul style="list-style-type: none"> • Rowlingson and McKay’s study of ethnicity and wealth inequality. • JRF report on Poverty and Ethnicity in the UK 2007 and Runnymede Report Ready for Retirement? 2010. • Platt 2005 study of ethnicity and social mobility. • Candidates may also apply material they have studied in relation to other topics such as education, crime and deviance, mass media etc. <p>Theoretical responses will only be credited if focussing on the question, i.e. evidence of ethnicity affecting life chances However, the following are ways in which theory might be applied to this question and should be rewarded in terms of how well they have been applied:</p> <ul style="list-style-type: none"> • Functionalist approaches, e.g. Patterson – minorities have poorer life chances because they have not yet managed to assimilate to mainstream culture. • Weberian approaches, e.g. Barron and Norris – minorities have poorer life chances as they find it difficult to access the primary sector of the labour market. • Rex and Tomlinson – minorities have poorer chances in housing/jobs/education as they face discrimination and are trapped in an underclass.
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		<p>AO2: Application</p> <p>Level 4: 7–8 marks The candidate shows an excellent ability to apply sociological knowledge. A wide range of material is explicitly and consistently related to the question.</p> <p>Level 3: 5–6 marks The candidate shows a good ability to apply sociological knowledge. A range of material is explicitly related to the question but This may not be consistently applied.</p> <p>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.</p> <p>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.</p> <p>0 marks No relevant sociological application.</p>	8 AO 2 1a	
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Question	Answer	Marks	Guidance
6	<p data-bbox="342 236 880 347">Assess the view that women in UK society today are disadvantaged due to both capitalism and patriarchy.</p> <p data-bbox="342 387 790 451">AO1: Knowledge and understanding Level 4: 13–16 marks</p> <p data-bbox="342 459 880 914">The candidate shows an excellent knowledge and understanding of the view. The response demonstrates knowledge of a wide range of sociological material in depth, including clear understanding of sociological concepts and theory; the material is generally accurate. At the bottom of the level 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.</p> <p data-bbox="342 962 589 994">Level 3: 9–12 marks</p> <p data-bbox="342 1002 880 1417">The candidate shows a good knowledge and understanding of the view. The response shows knowledge and understanding which is either range or depth. There will be some understanding of sociological evidence, theory and/or 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</p>	<p data-bbox="902 236 947 260">40</p> <p data-bbox="902 419 992 483">16 AO1 1 a/1b</p>	<p data-bbox="1059 236 1973 371">Candidates should show an understanding of the statement in the question and associated concepts of capitalism and patriarchy. Candidates should show an understanding of how the view is associated with Marxist and feminist approaches, especially Marxist feminism.</p> <p data-bbox="1059 411 1973 619">Candidates are likely to apply evidence relating to gender inequalities in the workplace but should be rewarded for consideration of other spheres of UK society, e.g. families, mass media etc. Better answers may also consider the extent to which women in different social groups e.g. social classes, ethnic groups or age groups are disadvantaged in different ways or for different reasons.</p> <p data-bbox="1059 659 1973 802">Some candidates may offer a largely theoretical response for example comparing different approaches. Other candidates may focus more on empirical studies and data from contemporary British society and use these to evaluate the view.</p> <p data-bbox="1059 842 1854 874">Candidates might apply the following in support of the statement:</p> <ul data-bbox="1059 882 1973 1425" style="list-style-type: none"> <li data-bbox="1059 882 1910 946">• Ansley (women as takers of shit). Could also be linked to studies of domestic violence eg Johnson on patriarchal terrorism or Stanko. <li data-bbox="1059 954 1899 986">• Feeley (role of women in socialising children in capitalist ideology) <li data-bbox="1059 994 1888 1058">• Benston (role of women in supporting capitalism through unpaid domestic labour) <li data-bbox="1059 1066 1653 1098">• Bruegel (women as a reserve army of labour) <li data-bbox="1059 1106 1944 1137">• Dalla Costa and James (value to capitalism of unpaid domestic labour) <li data-bbox="1059 1145 1664 1177">• Millett (control of women through patriarchy) <li data-bbox="1059 1185 1496 1217">• Walby (structures of patriarchy) <li data-bbox="1059 1225 1910 1289">• Delphy and Leonard (family as site of women’s oppression, familiar exploitation) <li data-bbox="1059 1297 1664 1329">• Differences in gender socialisation (eg Oakley) <li data-bbox="1059 1337 1973 1425">• Statistical evidence on lower pay and exclusion of women from top jobs which can be seen as benefitting both capitalism and patriarchy. Could be linked to concepts such as glass ceiling/ occupational segregation

		<p>evidence.</p> <p>Level 2: 5–8 marks The candidate shows a basic knowledge and understanding of the view. The response lacks range and depth, and may occasionally be unclear or inaccurate, and contain errors. Knowledge and understanding of 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.</p> <p>Level 1: 1–4 marks The candidate shows a limited knowledge and understanding of the view. The response lacks range and depth, 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.</p> <p>0 marks No relevant sociological knowledge or understanding.</p> <p>AO2: Application</p>	<ul style="list-style-type: none"> • Research demonstrating women’s higher risks of poverty are related to capitalism and patriarchy. • Evidence of gender differences in social mobility and forms of social closure (eg Li and Devine, EHRC). • Evidence concerning family life e.g. studies of domestic labour and decision making. <p>In critical evaluation candidates could apply a variety of theoretical approaches including:</p> <ul style="list-style-type: none"> • Weberian theory / dual labour market theory • Liberal Feminism • Black feminism • Functionalism / human capital theory eg Parsons, Rastogi • Hakim / preference theory • New Right eg Schlafly or other biological determinist approaches • Intersectionality theory (importance of social class, ethnicity and other forms of inequality intersecting with gender) • Postmodernism • Some candidates may also draw on empirical evidence to question the extent to which women are actually disadvantaged eg advances in the workplace and education, evidence that men are now disadvantaged eg in education or health. <p>In critical evaluation candidates may question the view in different ways</p> <ul style="list-style-type: none"> • By questioning whether both capitalism and patriarchy are responsible for gender inequalities or whether sociologists should emphasise one more than the other. • By considering alternative explanations of gender inequality e.g. the workings of the labour market, women’s lack of social capital, biological differences etc. • By questioning the extent to which women are disadvantaged e.g. functionalist ideas of women being different but equal or evidence about male disadvantage.
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		<p>Level 4: 7–8 marks The candidate shows an excellent ability to apply sociological knowledge and evidence both for and against the view. The material is explicitly and consistently related to the question. The candidate will make explicit reference to the view in the question and link material to it in a number of places</p> <p>Level 3: 5–6 marks The candidate shows a good ability to apply sociological knowledge and evidence to the question. Some material is explicitly related to the view.</p> <p>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 view occasionally and mainly implicitly.</p> <p>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 view and mainly irrelevant or of marginal relevance.</p> <p>0 marks No relevant sociological application.</p> <p>AO3: Analysis and evaluation</p>	<p>8 AO2 1a</p> <p>16 AO3 1/2/3</p>	
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		<p>Level 4: 13–16 marks Candidates show an excellent ability to evaluate and analyse the view. Responses will include a wide range of sustained and explicit evaluative arguments with a reflective tone throughout. There will be a discussion of different theoretical approaches. At the top of the level answers will reach a conclusion and will refer to both patriarchy and capitalism. At the bottom of the level the evaluation may be lacking depth and/or detail at times. At the bottom of the level the evaluation may be slightly less developed.</p> <p>Level 3: 9–12 marks Candidates show a good ability to evaluate and analyse the view. Responses will demonstrate range or depth of evaluation. Different theoretical approaches are likely to be compared briefly. The candidate may reach a brief conclusion.</p> <p>Level 2: 5–8 marks Candidates show a basic ability to evaluate and analyse the view. The response lacks range and depth. Responses are likely to offer a few generalised, evaluative points with little supporting evidence or argument. If present, sociological evidence is likely to be juxtaposed simply and implicitly. If present, the conclusion is likely to be summative rather than evaluative.</p> <p>Level 1: 1–4 marks</p>		
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		<p>Candidates show a limited ability to evaluate and the view. Evaluation is implicit, minimal, unbalanced, assertive, inaccurate or tangential to the main issue. There is unlikely to be a conclusion.</p> <p>0 marks No relevant sociological evaluation or analysis</p>		
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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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