OCR

Oxford Cambridge and RSA

AS Level Sociology
H180/02 Researching and understanding social inequalities

Sample Question Paper

Time allowed: 1 hour 30 minutes

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

SPECIMEN

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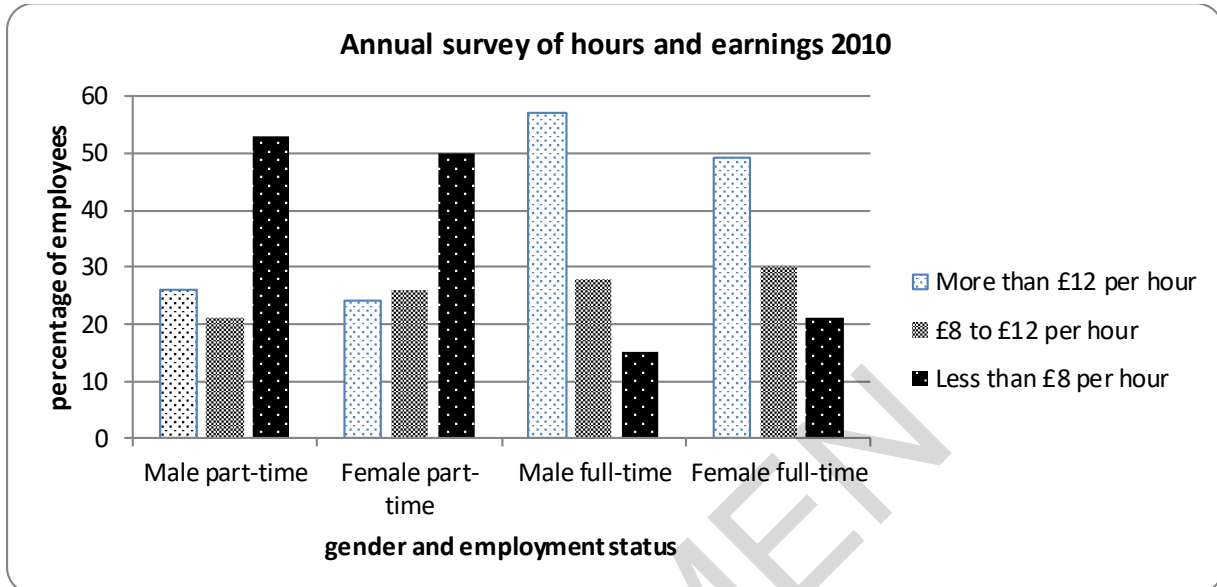• Do **not** write in the bar codes.

INFORMATION
• The total number of marks for this paper is **75**.
• The marks for each question are shown in brackets **[ ]**.
• Quality of extended responses will be assessed in questions marked with an asterisk (*).
• This document consists of **4** pages.

SECTION A

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

Source A

Annual survey of hours and earnings 2010

Legend:
- More than £12 per hour
- £8 to £12 per hour
- Less than £8 per hour

y-axis: percentage of employees (0 to 60)
x-axis: gender and employment status — Male part-time, Female part-time, Male full-time, Female full-time

Source B

The effect of poverty on young children's experiences of school

This research aimed to explore whether there were significant differences in the way pupils from poor and better-off backgrounds viewed education. The research, carried out by Horgan, also aimed to examine the economic pressures on parents to provide educational support. Finally, she wanted to explore how teachers and head teachers explained educational disadvantage in relation to levels of parental income.

The researchers used a purposive sampling technique to select the schools and pupils. They deliberately focused on disadvantaged schools rather than individuals in order to avoid negatively labelling children who were living in poverty. "Disadvantaged schools" were operationalised on the basis of the proportion of children who were in receipt of free school meals (FSMs). In the disadvantaged schools, between 50% and 75% of pupils were on FSMs compared with 3% to 14% in the advantaged schools.

Horgan carried out group interviews with 220 children aged between four and eleven in both advantaged and disadvantaged primary schools in Northern Ireland. Their parents, teachers and head teachers were also questioned, using a semi-structured interview technique. In the group interviews, children between five and eight were asked questions by a cartoon character about their experience of school, while nine to eleven year olds were asked a series of open-ended questions about the impact of poverty on three fictional characters using a series of short stories and photographs. The children were also asked about the importance of education to them. The interview data was then analysed to see what it showed about the impact of poverty on their school lives.

Source: Adapted from: Horgan, G (2007) The impact of poverty on young children's experience of school. York: Joseph Rowntree Foundation.

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

1   Describe **two** findings from the data in Source A.   **[4]**

2   With reference to Source B, explain why sociologists operationalise concepts.   **[9]***

3   With reference to Source A, explain why official statistics are used in sociological research.

                                                                                          [12]*

4   Using Source B and your wider sociological knowledge, explain and evaluate the use of
     interviews for researching the effect of poverty on young children's experiences of school.

                                                                                          [20]*

SECTION B

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

5   Describe **two** ways in which males are disadvantaged.   **[10]***

6   Evaluate the functionalist view that the roles of men and women should be different.   **[20]***

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Examinations

Syndicate (UCLES), which is itself a department of the University of Cambridge.

OCR
Oxford Cambridge and RSA

…day June 20XX – Morning/Afternoon

AS Level Sociology

H180/02   Researching and understanding social inequalities

SAMPLE MARK SCHEME

Duration: 1 hour 30 minutes

SPECIMEN

MAXIMUM MARK   75

DRAFT

MARKING INSTRUCTIONS

PREPARATION FOR MARKING

SCORIS

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

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

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

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

TRADITIONAL

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

MARKING

1. Mark strictly to the mark scheme.

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

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

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

5.   Work crossed out:

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

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

6.   Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

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

   -   if there is nothing written at all in the answer space

   -   OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')

   -   OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.

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

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

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

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

10. For answers marked by levels of response:

    a.   **To determine the level** – start at the highest level and work down until you reach the level that matches the answer

    b.   **To determine the mark within the level** – consider the following:

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

11. **Annotations**

Annotation	Meaning

12.   **Subject-specific Marking Instructions**

INTRODUCTION

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

- the specification, especially the assessment objectives

- the question paper and its rubrics

- the texts which candidates have studied

- the mark scheme.

You should ensure that you have copies of these materials.

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

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

USING THE MARK SCHEME

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

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

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

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

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

Section A

Question	Answer	Marks	Guidance
1	**Describe TWO findings from the data in Source A.** **AO2 Application** **Level 4: 4 marks** Excellent ability to interpret the data in Source A and can identify two findings. Responses will use comparative language and include precise reference to the data. **Level 3: 3 marks** Good ability to interpret the data in Source A. Responses will identify two findings although the description of the findings may be less precise. **Level 2: 2 marks** Basic ability to interpret the data in Source A. Typically, responses will be partial, for example only one finding may be described and the response may be confused. **Level 1: 1 mark** Limited ability to interpret the data in Source A. Typically only one statement is made or application may be poorly expressed. **0 marks** No relevant application.	4 **AO2 1b**	Responses may include the following: • Half of all part-time workers earn less than £8 per hour, for both men and women • Men and women are more likely to earn over £12 per hour when in full-time rather than part-time work • A higher proportion of full-time male employees (57%) earn over £12 per hour, compared to full-time female employees (49%) • When working part-time, a higher percentage of males (26%) earn over £12 per hour, compared to the female part-time workers (23%)

Question			Answer	Marks	Guidance
2		*	**With reference to Source B, explain why sociologists operationalise concepts.** **AO1 Knowledge and Understanding** **Level 3: 5–6 marks** Candidates display an excellent and wide-ranging knowledge and understanding of why sociologists operationalise concepts. Responses will include sociological concepts in their explanations. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. **Level 2: 3–4 marks** Candidates will display good knowledge and understanding of why concepts are operationalised but the response will be underdeveloped or the response may be detailed but narrow. Some concepts may be implicit. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. **Level 1: 1–2 marks** Candidates will display basic knowledge and understanding of why concepts are operationalised. At the top of the band, responses will be accurate but narrow. At the bottom of the band, responses may be partial and	9 6 AO1 2a/2b	Responses may include the following: • Preferred by Positivists • To aid reliability (enable replication by other researchers who can use the same operationalisation) • To aid objectivity • To aid validity (measuring what you are setting out to measure) • In Source B, educational disadvantage has been operationalised by using proportion of students on free school meals

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Question	Answer	Marks	Guidance
	confused / or all concepts will be implicit. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. **0 marks** No relevant sociological knowledge or understanding. **A02 Application** **Level 3: 3 marks** Candidates will make explicit reference to how concepts are operationalised in Source B. **Level 2: 2 marks** Candidates will make partial reference to how concepts are operationalised in Source B. Typically reference made to the source may be lip service only. **Level 1: 1 mark** Candidates will not refer to how concepts are operationalised in Source B; the response will be generalised and partial. **0 marks** No relevant application.	3 AO2 1b	

Question			Answer	Marks	Guidance
3		*	**With reference to Source A, explain why official statistics are used in sociological research.** **AO1 Knowledge and understanding** **Level 4: 7–8 marks** Candidates display an excellent knowledge and understanding of why official statistics are used in sociological research. The response will be accurate and detailed and include a range of knowledge in the form of concepts and theory. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. **Level 3: 5–6 marks** Candidates display good knowledge and understanding. There will be range OR depth. There will be some concepts/theory but typically it may be underdeveloped and superficial. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. **Level 2: 3–4 marks** Candidates display basic knowledge and understanding which will be lacking range and depth. Typically answers will be undeveloped, unsubstantiated, partial and confused. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. **Level 1: 1–2 marks** Candidates display limited knowledge and understanding. Typically, there may only be vague representations of topic	12 **8 AO1** **2a/2b**	Responses may include the following: • Reliable • Preferred by Positivists • Value free • Objective • Trends over time • Patterns • Quantitative data • Usefulness for justifying social policy • Trustworthy source i.e. a government therefore valid in that way • More likely to be representative as "official" may mean more funding, better access to sample and ability to gain sampling frames

Question			Answer	Marks	Guidance
			area and a tendency towards common sense, or very narrow response. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. **0 marks** No relevant sociological knowledge or understanding. **AO2 Application** **Level 4: 4 marks** Candidates display an excellent ability to apply Source A to this question, focusing specifically on official statistics. **Level 3: 3 marks** Candidates display good ability to apply Source A to the question. **Level 2: 2 marks** Candidates display basic ability to apply Source A to the question. **Level 1: 1 mark** Candidates display limited ability to apply Source A to the question. **0 marks** No relevant application.	**4 AO2 1b**	

Question			Answer	Marks	Guidance
Question			Answer	Marks	Guidance
4		*	**Using Source B and your wider sociological knowledge, explain and evaluate the use of interviews for researching the effect of poverty on young children's experiences of school.** **AO1 Knowledge and understanding** **Level 3: 5–6 marks** Candidates display an excellent knowledge and understanding of interviews. There will be explicit and frequent use of sociological concepts and theory. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. **Level 2: 3–4 marks** Candidates will display good knowledge and understanding of the use of interviews. There will be some use of sociological concepts/theory but it may be underdeveloped. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. **Level 1: 1–2 marks** Candidates show a basic knowledge and understanding of the use of interviews. The response may be partial and confused without a core understanding of the definition of interviews. 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.	20 **6 AO1 2a/2b**	Responses may include the following: Knowledge and understanding: • Interviews produce mainly qualitative data as they allow the researcher and respondent to veer away from the set interview schedule • Preferred by Interpretivists • Qualitative data • High in validity • Ethical advantages • Practical advantages • Different types of interviews, such as group interviews and semi-structured interviews as used in the research in Source B In evaluation: • Practical disadvantages (time, cost, training of interviewers) • Ethical disadvantages (confidentiality, protection from harm) • Theoretical disadvantages (positivist critique, issues with validity, issues with reliability)

Question			Answer	Marks	Guidance
			0 marks No relevant sociological knowledge or understanding. **AO2 Application** **Level 3: 5–6 marks** Excellent application skills. Candidates will relate the method of semi-structured interviews to the context of the research in Source B (researching the impact of poverty on young children's experiences of school) in a consistent and explicit way. **Level 2: 3–4 marks** Good application skills. Candidates will relate the method of semi-structured interviews to the context of the research in Source B (researching the impact of poverty on young children's experiences of school) but it may be lacking in consistently and/or implicitly relevant or lip service in some parts. **Level 1: 1–2 marks** Basic ability to relate the method of semi-structured interviews to the context of the research in Source B (researching the impact of poverty on young children's experiences of school). Responses are likely to be generalised, without referring to the specific context. **0 marks** No relevant application.	6 AO2 1b	

Question			Answer	Marks	Guidance
			AO3 Analysis and Evaluation **Level 4: 7–8 marks** Candidates display an excellent ability to analyse and evaluate the use of interviews. There will be a range of explicit evaluative points which are accurate and developed, considering both strengths and weaknesses of the method. **Level 3: 5–6 marks** Candidates display a good ability to analyse and evaluate the use of interviews. There will be some explicit evaluative points, but these are likely to be underdeveloped. **Level 2: 3–4 marks** Candidates display a basic ability to analyse and evaluate the use of interviews. There will be a lack of range of evaluative points and responses are likely to be partial, confused and undeveloped. Alternatively, the evaluation will be all one-sided, for example only focusing on the strengths of the method and not the weaknesses. **Level 1: 1–2 marks** Candidates display a limited ability to analyse and evaluate the use of interviews. Typically, the response will be minimal relying on only one idea, assertive, and/or tangential to the question. **0 marks** No relevant analysis or evaluation.	**8 AO3** **1/2**	

Section B

Question	Answer	Marks	Guidance
5 *	**Describe TWO ways in which males are disadvantaged.** **AO1 Knowledge and understanding** **Level 4: 8–10 marks** Candidates display a wide-ranging and excellent knowledge and understanding of two ways in which males are disadvantaged. There will be explicit and frequent use of sociological concepts and evidence. At the top of this level the candidate will use a wide range of relevant concepts and evidence in a detailed, accurate and explicit manner for both ways. At the bottom of the level the use of concepts will still be wide-ranging and detailed but will be underdeveloped for one way. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. **Level 3: 5–7 marks** Candidates will display good knowledge and understanding of two ways in which males are disadvantaged. Responses will be wide-ranging **or** detailed. There will be some use of sociological concepts/ evidence for each way. At the top of the level candidates will use relevant concepts in an explicit way; but they may well be undeveloped. At the bottom of the level concepts may be underdeveloped and some may be implicit. One way with depth and detail can reach the bottom of this band. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	10 **10 AO1 1a/1b**	Responses may include the following: Areas of social life: • Family (lack of intimate time with children; pro-mother legal system in divorce / custody) • Education (underachievement of boys) • Work (horizontal segregation - into hazardous / dangerous jobs; longer working hours) • Health (men die earlier; at risk of severe mental illnesses) • Crime (victims of violent crime) Possible studies / theories / concepts: • Warren Farrell (myths of male power) • Gayle Kaufman (superdads) • Liberal Feminism • Benetar (anti-male bias in education) • Pinker • Fisher

Question	Answer	Marks	Guidance
	Level 2: 3–4 marks Candidates display basic knowledge and understanding of two ways in which males are disadvantaged. Responses will be lacking range and depth. Typically responses will be undeveloped / unsubstantiated / partial / confused. There may be an over-reliance on contemporary examples rather than concepts and studies. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. **Level 1: 1–2 marks** Candidates display a limited knowledge and understanding. At the top of the level, knowledge will be very narrow, but will have some coherence. Responses may be very generalised. At the bottom of the level, there may be limited, and these may be confused in places. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. **0 marks** No relevant sociological knowledge or understanding.		

Question			Answer	Marks	Guidance
6		*	**Evaluate the functionalist view that the roles of men and women should be different.** **AO1 Knowledge and Understanding** **Level 3: 5–6 marks** Candidates display an excellent knowledge and understanding of functionalist theories of gender inequality. There will be explicit and frequent use of concepts/studies relevant to the functionalist view. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. **Level 2: 3–4 marks** Candidates display a good knowledge of functionalist theories of gender inequality. There will be a range of concepts/studies relevant to the functionalist view. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. **Level 1: 1–2 marks** Candidates display a basic knowledge and understanding of the functionalist view. Knowledge is likely to be undeveloped, partial or confused, lacking range and depth. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. **0 marks** No relevant sociological knowledge or understanding.	20 6 AO1 1a/1b	Responses may include the following: Functionalist theories: • Parsons • Expressive/instrumental gender roles • Functional fit • Stabilisation of adult personalities/warm bath theory In evaluation: • Roles as socially constructed through socialisation (Oakley) • Marxism/Marxist-feminism (Benston, Ansley) • Radical feminism (Greer) • Liberal feminism (Somerville)

Question	Answer	Marks	Guidance
	AO2 Application **Level 3: 4 marks** Candidates apply knowledge of functionalism to explaining gender inequalities in an excellent and explicit way. **Level 2: 2–3 marks** Candidates apply knowledge of functionalism to explaining gender inequalities in a good but implicit way. **Level 1: 1 mark** Candidates apply knowledge of functionalism to explaining gender inequalities in a basic way. Responses are likely to contain evidence/concepts which are generalised to functionalism and not directly related to explaining gender inequalities. **0 marks** No relevant application. **AO3 Analysis and evaluation** **8–10 marks** Candidates display an excellent ability to analyse and evaluate the functionalist view. There will be a range of explicit evaluative points which are accurate and developed. **5–7 marks** Candidates display a good ability to analyse and evaluate the functionalist view. There will be some explicit evaluative points, but these are likely to be underdeveloped. **3–4 marks** Candidates display a basic ability to analyse and evaluate the functionalist view. There will be a lack of range of	**4 AO2 1a** **10 AO3 1/2/3**	

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Question			Answer	Marks	Guidance
			evaluative points and responses are likely to be partial, confused and undeveloped. **1–2 marks** Candidates display a limited ability to analyse and evaluate the functionalist view. Typically, the response will be minimal, assertive, and / or tangential to the question. **0 marks** No relevant analysis or evaluation.		

APPENDIX 1

ASSESSMENT OBJECTIVES GRID

(**includes quality of extended responses***)**

Question	AO1	AO2	AO3	Total
1		4		4
2*	6	3		9
3*	8	4		12
4*	6	6	8	20
5*	10			10
6*	6	4	10	20
Totals	36	21	18	75