GCE

Sociology

H180/02: Researching and understanding social inequalities

Advanced Subsidiary GCE

Mark Scheme for June 2019

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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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Annotation	Meaning
KU	Knowledge and Understanding: studies, theories, policies, methods
CON	Sociological evidence / concepts / theory
DEV	Developed Point: fully explained in a relevant way
∧	Underdeveloped: Partially explained, but requiring more depth
EG	Example
APP	Application / interpretation.
EVAL	Evaluation
J	Juxtaposition of theories / ideas without direct evaluation / analysis
U	Unsubstantiated / undeveloped / implicit: accurate without explanation / support
?	Unclear / confused / lacks sense not creditable
REP	Repetition
⟨	Irrelevant - not focused on question set

Section A

Question			Answer	Marks	Guidance
1			Using data from **Source A** describe **two** conclusions which could be drawn about the relationship between a person's risk of poverty and their highest qualification. **AO2 Application** **Level 4: 4 marks** Excellent ability to interpret the data in Source A and can describe **two** conclusions which could be drawn about the relationship between a person's risk of poverty and their highest educational qualification. Responses will include precise reference to the data. **Level 3: 3 marks** Good ability to interpret the data in Source A. Responses will describe **two** conclusions although the description of the conclusions may be less precise or may support only one of the identified conclusions with data from the source. **Level 2: 2 marks** Basic ability to interpret the data in Source A. Typically, responses will be partial, for example only one conclusion may be fully described or there is a failure to support the two points with specific data from the source. **Level 1: 1 mark** Limited ability to interpret the data in Source A. Typically only one conclusion is described without supporting data or the candidate may simply read data from the graph without referring to a trend. **0 marks** No relevant application.	4 AO2 1b	Typical responses are likely to be similar to the following: • People with higher level qualifications are least likely to be in poverty, for example of those with higher education qualifications around 16% were in poverty and only around 14% of those with degree level qualifications. • People with lower level qualifications below GCSE were much more likely to be in poverty with 24% of them in poverty and even more so among those with no qualifications with 39% in poverty. Any other reasonable response should be rewarded but to achieve Level 3 or above the candidate should describe conclusions which relate to at least two of the bars on the graph rather than simply reading off individual statistics.

Question	Answer	Marks	Guidance
2	With reference to **Source B** explain why representativeness is important to sociologists when selecting a sample in order to carry out a social survey. **AO1 Knowledge and Understanding** **Level 3: 5–6 marks** Candidates display an excellent and a range of knowledge and understanding of why representativeness is important to sociologists when selecting a sample in order to carry out a social survey. Responses will include sociological concepts in their explanations. There is a well-developed line of reasoning which is clear and logically structured. Responses should display some breadth and depth. The information presented is relevant and substantiated. **Level 2: 3–4 marks** Candidates will display good knowledge and understanding of why representativeness is important to sociologists when selecting a sample in order to carry out a social survey but the response will be underdeveloped or the response may have breadth OR depth. Some of the concepts referred to 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 representativeness is important to sociologists when selecting a sample in order to carry out a social survey. At the top of the band, responses will be accurate but narrow. At the bottom of the band, responses may be partial and 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.	9 6 AO1	Responses may include the following: • Understanding of concept of representativeness ie that the sample has similar characteristics to the wider population being studied. • To enable the researcher to study a sample saving time on collecting data from the whole population eg a sample of 1830 women was able to represent a population of millions of women in the UK. • To allow researchers to obtain data from all the relevant groups they wish to research for example women from different age groups over 40 or from different socio-economic backgrounds. • To allow researchers to generalise from the sample and be confident that their results would apply to the whole population. • To allow for a more scientific / positivist approach similar to selecting a sample for an experiment. • Some candidates may also mention that if a sample is representative then comparisons with other representative data, such as the census, will be more consistent. • Some may also point out problems created by unrepresentative samples, eg under-representation of widows and those with poor educational backgrounds.

			0 marks No relevant sociological knowledge or understanding. **A02 Application** **Level 3: 3 marks** Candidates will make explicit reference to issues relating to representativeness using information from Source B. **Level 2: 2 marks** Candidates will make partial reference to Source B. Typically using just one piece of data from the source. **Level 1: 1 mark** Candidates will make limited or passing reference to Source B. Typically reference made to the source may be lip service only. **0 marks** No relevant application.	3 AO2 1b	

Question	Answer	Marks	Guidance
3	With reference to **Source A** explain why interpretivist sociologists might criticise the use of quantitative data to study poverty. **AO1 Knowledge and understanding** **Level 4: 7–8 marks** Candidates display an excellent knowledge and understanding of why interpretivist sociologists might criticise the use quantitative data to study poverty. 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 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.	12 8 AO1 2a/2b	Responses may include the following: • Concept of poverty/ households below average income is socially constructed in line with ideas held by those measuring it. • The measure of poverty used may lack validity in that they are only a crude measure of poverty based on an arbitrary cut off point. • Research appears to be objective/ value free but reflects values and biases of researchers or government who commission such research. • Quantitative data may give some measure of extent of poverty but does not describe experience of being in poverty which would require qualitative data. • Quantitative data lacks verstehen or understanding of meanings ascribed to living on low incomes by those experiencing this. • Some candidates may also consider strengths of possible alternative methods entailing use of qualitative data e.g. in-depth interviews or participant observation, this should be rewarded providing candidates link this to why interpretivists may see such methods as more useful. • Any other relevant points should be rewarded but candidates should consider criticisms of quantitative data based on interpretivism rather than general criticisms of poverty research. Higher level answers are likely to make use of sociological concepts and technical terminology.

			0 marks No relevant sociological knowledge or understanding. **AO2 Application** **Level 4: 4 marks** Candidates display an excellent ability to apply Source A and their wider sociological knowledge to this question, focusing specifically on research on poverty. **Level 3: 3 marks** Candidates display good ability to apply Source A and their wider sociological knowledge to the question. **Level 2: 2 marks** Candidates display basic ability to apply Source A and/or their wider sociological knowledge to the question. **Level 1: 1 mark** Candidates display limited ability to apply Source A and/or their wider sociological knowledge to the question. **0 marks** No relevant application.	4 AO2 1b	Candidates should be rewarded for application when they link points to Source A or discuss quantitative data specifically in the context of studying poverty. Examples of this might be: • Whilst source A shows that 38% of working age adults in poverty have no qualifications this could be ambiguous i.e. it does not differentiate between those who failed their exams vs those who maybe never sat them due to not having illness which interpretivists would feel is relevant for understanding the poverty. • Whilst the graph shows that those least likely to be in poverty have a degree, this quantitative data does not explain which degrees are more useful for ensuring one is not in poverty, giving a less valid picture. • The graph shows a correlation between level of qualifications and percentages in poverty it cannot prove that one is a cause of the other or what the reasons for the connection are. • The definition of poverty used is less than 60% of average incomes but this line is an arbitrary construct and may not reflect the subjective definitions of poverty of different groups in society.

Question	Answer	Marks	Guidance
4	Using **Source B** and your wider sociological knowledge, explain and evaluate the use of questionnaires to investigate social factors affecting women's sleep patterns. **AO1 Knowledge and understanding** **Level 3: 5–6 marks** Candidates display an excellent knowledge and understanding of the use of questionnaires. There will be explicit and frequent use of sociological concepts and theory. To achieve top of the level theory is needed. 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 questionnaires 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 questionnaires. The response may be partial and confused. 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 2a/2b	Higher level responses will be more conceptual and theoretical for example referring to concepts such as: • Positivism • Interpretivism • Validity • Reliability • Representativeness • Generalisability • Quantitative data • Objectivity/lack of bias • Ethics

			AO2 Application	6 AO2 1b	In application candidates should link points to the context of the source material to support evaluation points, for example how a large sample size (1830 completed) was possible because questionnaires are relatively quick and cheap. Also ability to measure the extent of sleep problems statistically using questionnaire data eg on three or more nights a week, half of women reported that they woke up several times during the night
			Level 3: 5–6 marks Excellent application skills. Candidates will relate the use of questionnaires to the context of the research in Source B (investigating social factors affecting women's sleep patterns) in a consistent and explicit way.		
			Level 2: 3–4 marks Good application skills. Candidates will relate the use of questionnaires to the context of the research in Source B (investigating social factors affecting women's sleep patterns) but it may be lacking in consistency and/or implicitly relevant or lip service in some parts.		
			Level 1: 1–2 marks Basic ability to relate the use of questionnaires to the context. Responses are likely to be generalised, without referring to the specific context.		
			0 marks No relevant application		

| | | | **AO3 Analysis and Evaluation**

 Level 4: 7–8 marks
 Candidates display an excellent ability to analyse and evaluate the use of questionnaires. There will be a wide 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 questionnaire. There will be some explicit evaluative points, but these are likely to be underdeveloped or a narrower range of more developed points.

 Level 2: 3–4 marks
 Candidates display a basic ability to analyse and evaluate the use of questionnaire. 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 questionnaires. 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 | In evaluation responses may include positive points:
 • Ability to convert standardised/closed questions into quantitative data.
 • Quantitative data allows isolation of variables and analysis of correlations and possible causal effects e.g. links between sleep patterns and social class/ having children/ having a partner etc.
 • Preferred by positivists
 • High in representativeness because of ability to cover a large sample.
 • High in reliability because easy to repeat questionnaires with similar sample.
 • Less researcher bias potentially than interviews.
 • Ethical advantages e.g. ability to obtain informed consent/ maintain confidentiality.
 • Practical advantages e.g. Cheap and quick
 Possible criticisms
 • Low response rate (around 36%)
 • Issues of validity e.g. researchers decide which issues they wish to focus on in the questionnaires and how questions are worded and structured.
 • Lack of depth and detail in the data as mainly quantitative.
 • Interpretivist critique e.g. danger that respondent meanings may be lost or simplified in questionnaires.
 • Lack of contact between researchers and researched may mean lack of rapport/verstehen e.g. respondents may not fully understand questions.
 • Possible ethical issues, eg sleep deprivation and family, poverty and relationships are personal issues.

 Any other relevant points should be rewarded. |

Section B

Question	Answer	Marks	Guidance
5	Outline two ways in which being working class can disadvantage one's life chances. **AO1 Knowledge and understanding** **Level 4: 8–10 marks** Candidates display a wide-ranging and excellent knowledge and understanding of two ways in which being working class can disadvantage one's life chances. 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 one or two ways in which being working class can disadvantage one's life chances. 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 underdeveloped. 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	Responses may include the following: • Opportunities in education e.g. differences in early years/school readiness, attainment at school, access to university, private education (range of education studies could be used in support eg Smith & Noble, Feinstein, Reay, Mac an Ghaill) • Likelihood of being seen as deviant becoming criminalised e.g. membership of subcultures or gangs and links to life chances also chances of victimisation. (Possible studies include Social Exclusion Unit on deprivation and imprisonment, Cavadino and Dignan on differences between self-reporting and actual criminalisation, studies linking crime to lack of opportunities/relative deprivation eg Winlow, Lea and Young, CSEW on victimisation) • Health chances e.g. class differences in infant mortality, morbidity, life expectancy (Black Report, ONS data, Dept of Health 2017 Report). • Chances of social mobility e.g. studies of relative differences in upward social mobility (eg Goldthorpe et al, Savage and Egerton, Roberts) . • Chances of high status/high income employment e.g. predominance of privately educated in elite positions (eg Social Mobility and Child Poverty Commission, Barron and Norris dual labour market). • Cultural opportunities e.g. opportunities for higher social classes to access high culture/ develop cultural capital (eg Bourdieu, Sullivan).

Level 2: 3–4 marks

Candidates display basic knowledge and understanding of two ways in which being working class can disadvantage one's life chances. 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, they will be very limited and 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.

- Transmission of wealth e.g. inheritance, access to home ownership (eg Rowlingson and Mullineux Birmingham Commission, Atkinson).
- Chances of poverty both in childhood and adulthood and links to social class, poverty cycles (eg Townsend, Social Mobility and Child Poverty Commission, Joseph Rowntree Foundation).
- Any other reasonable point.

The higher level answers are likely to include supportive evidence such as statistics, surveys or studies of working class disadvantages.

Question			Answer	Marks	Guidance
6			Evaluate the view that gender inequalities exist in society because they serve the needs of capitalism. **AO1 Knowledge and Understanding** **Level 3: 5–6 marks** Candidates display an excellent knowledge and understanding of the view that gender inequalities exist in society because they serve the needs of capitalism. There will be explicit and frequent use of theories, concepts and studies relevant to the view. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated with some range and depth. **Level 2: 3–4 marks** Candidates display a good knowledge of the view. There will be a range of theories, concepts and/or studies relevant to the view but treated in less depth than Level 3 or a narrower range treated in more depth. 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 view. Knowledge is likely to be narrow, 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	In support of the view candidates may consider the following: • Marxist approaches eg Engels (control of women's sexuality, role of women and bourgeois family in transmitting private property), Coontz and Henderson (gender inequality came about with shift to male control of economic resources) • Marxist-feminist approaches eg Feeley (women as transmitters of capitalist ideology), • Marxist feminist Benston (reproduction of male labour power), • Marxist feminist Ansley (women as takers of s**t), • Marxist feminist Bruegel (women as reserve army of labour). • Dual labour market theory eg Barron and Norris (women concentrated in secondary sector because they are used as cheap and dispensable labour by employers)

AO2 Application
Level 3: 4 marks
Candidates apply evidence for and against the view in an excellent and explicit way.

Level 2: 2–3 marks
Candidates apply evidence for and against the view in a good but implicit way.

Level 1: 1 mark
Candidates apply evidence for and/or against the view in a basic way. Responses are likely to contain evidence/concepts which relate in a general way to gender equality/inequality but are not directly related to the view.

0 marks
No relevant application.

4 AO2
1a

				10 AO3 1/2/3	In criticising the view candidates may consider:

AO3 Analysis and evaluation

Level 4: 8–10 marks
Candidates display an excellent ability to analyse and evaluate the view. There will be a range of explicit evaluative points against the view which are accurate and developed.

Level 3: 5–7 marks
Candidates display a good ability to analyse and evaluate the view. There will be some explicit evaluative points, but these are likely to be underdeveloped. There will be range or depth.

Level 2: 3–4 marks
Candidates display a basic ability to analyse and evaluate the view. There will be a lack of range and depth of evaluative points and responses are likely to be partial, confused undeveloped or juxtaposed.

Level 1: 1–2 marks
Candidates display a limited ability to analyse and evaluate the view. Typically, the response will be minimal, assertive, and / or tangential to the question.

0 marks
No relevant analysis or evaluation.

In criticising the view candidates may consider:
- Functionalist approaches eg Parsons, Murdock (gender differences functional for society as a whole not just capital)
- Human capital theory eg Rastogi (women disadvantaged by lack of human capital rather than capitalist exploitation)
- New Right approaches eg Schlafly (motherhood is women's natural vocation)
- Preference theory eg Hakim (Differences in work and pay reflect many women's choice to be home rather than work centred)
- Sociobiology eg Wilson (women's role determined by biological imperatives rather than economic system)
- Radical feminism (Marxism underplays importance of patriarchy and benefits to all men not just capitalists)
- Liberal feminism (sexism rooted in culture and legal system rather than due to economic interests of capital)
- Postmodernism e.g. Barrett and Phillips (Marxist theories are over-simple and essentialising/ no one theory can explain all forms of inequality)

Any other relevant points on either side should be credited.

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