

AS Level Sociology Paper 2 Researching and understanding social inequalities - Mark scheme

Section A		Indicative content
AO1 Knowledge and Understanding		
Q1: Explain, using an example, the concept of quota sampling. (4 marks)		
Explanation	Example	<p>Explanation/core meaning:</p> <ul style="list-style-type: none"> quota sampling is a non-probability sampling method that involves the non-random selection of a predetermined number (or quota) of respondents to represent different categories in the population <p>Development could come from: explaining what is meant by non-random sampling, quotas and concepts such as representativeness</p> <p>Candidates could use any relevant examples of quota sampling, real or imaginary. For example, a sociologist wishing to ensure representation in term of gender and age might decide that they wish to select equal quotas of males and females and then within each gender set a quota for three age groups. They would therefore have to find enough people who fitted each of the six categories, e.g., men aged 18-39, to fill the quota for that group</p> <p>Any other reasonable point.</p>
1 mark - Brief explanation of the concept	1 mark - Accurate example identified	
1 mark - The explanation of the concept is fully developed / further explained	1 mark - The example is fully developed / further explained	
<p>0 marks No relevant knowledge and understanding</p>		
<p>N.B. An example alone will be capped at a maximum of 1 mark</p>		

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Level	AO1 Knowledge and Understanding	Indicative Content	AO2 Application	Indicative Content
Q2: Using Source A and your wider sociological knowledge, explain one strength and one weakness of using ethnographic methods to study the lives of working-class young people. (8 marks)				
4	<p>4 marks</p> <p>The candidate demonstrates an excellent knowledge and understanding which is fully developed. The information presented is accurate and fully supported.</p> <p>Typically, there will be two developed points.</p>	<p>Strengths may include:</p> <ul style="list-style-type: none"> • interpretivism: ethnography allows researchers to understand the way of life of a group of people by seeing the world from their point of view (verstehen/empathy) • validity: researchers can explore issues in greater depth using methods such as participant observation, giving a more accurate and truthful picture of the subject's social world than, for example, structured interviews or questionnaires • qualitative data: allows researchers to analyse subjects' responses in their own words and consider issues in greater depth and detail than quantitative data • rapport: ethnographic research allows researchers to establish a trusting relationship with subjects meaning they can explore sensitive issues in greater depth • triangulation: ethnographic research typically uses more than one method which enables data from different approaches to be compared and cross-checked • access: ethnographic approaches allow access to groups who might otherwise be difficult to research as the researcher tries to blend in with the group being studied <p>Limitations may include:</p> <ul style="list-style-type: none"> • positivism: the research can be seen as too subjective, unscientific and lacking in value 	<p>4 marks</p> <p>The candidate demonstrates an excellent ability to apply relevant sociological material.</p>	<p>The explanation point should directly refer to the data in the source. The limitation should be directly challenging the data in the source.</p> <p>For example, the point about access as a strength could be supported by reference to the context of the research studying working class young people's leisure activities especially night life. Ethnographic approaches would provide more insight (verstehen) into this as the young people would learn to trust the researcher (rapport) and they would gain a more valid picture than say questionnaires where young people might withhold information or not give entirely truthful answers</p> <p>An example of a point about weaknesses would be representativeness. This could be applied by referring to the source stating that only 40 young people were actually studied. This would be unlikely to be a big enough sample to be representative of all working-class young people in North East England. Also, if the study was only focused on this area it could not be generalised to all young people in the UK</p>
3	<p>3 marks</p> <p>The candidate demonstrates good knowledge and understanding but it may be underdeveloped. The information presented is in the most-part relevant and supported by some material.</p> <p>Typically, there will be one developed and one underdeveloped point.</p> <p>Alternatively, both points may be underdeveloped.</p>		<p>3 marks</p> <p>The candidate demonstrates a good ability to apply relevant sociological material.</p>	
2	<p>2 marks</p> <p>The candidate demonstrates a limited knowledge and understanding. The response may be generalised and undeveloped. The information has some relevance and is supported by limited material.</p> <p>Typically, there will only be one developed point.</p> <p>Alternatively, there may be two points which are undeveloped.</p>		<p>2 marks</p> <p>The candidate demonstrates a limited ability to apply relevant sociological material.</p>	
1	<p>1 mark</p>		<p>1 mark</p>	

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	<p>The candidate demonstrates basic knowledge and understanding. The information is supported by basic material. Typically, there will be one point, which is undeveloped.</p>	<p>freedom as it relies on the interpretations of the researcher who may be influenced by their own biases or by their relationship with her subjects</p> <ul style="list-style-type: none"> • reliability: if another researcher was to repeat this research they might get quite different results because they would interact differently with the subjects, possibly ask different questions and interpret the data according to their own values • representativeness: the sample was only 40 and the research was only done in one area so may not be representative of all young people in that community or generalisable to other areas of the UK • sampling method: the source does not state the sampling method, but often in ethnographic research samples are created through methods such as volunteer or snowball sampling which are not random or scientific, so may over-represent certain groups of people who are more accessible to the researcher • lack of quantitative data means that it is hard to see patterns and trends or precisely assess the extent to which members of the sample had similar experiences or viewpoints <p>Any other reasonable point either as a strength or a limitation.</p>	<p>The candidate demonstrates a basic ability to apply relevant sociological material.</p>	
<p>0</p>	<p>0 marks No relevant knowledge or understanding.</p>		<p>0 marks No relevant sociological application.</p>	

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Level	AO1 Knowledge and Understanding	AO2 Application	AO3 Analysis and Evaluation
Q3: Using Source B and your wider sociological knowledge, explain and evaluate the use of semi-structured interviews for researching the perceived effects of deprivation on education. (16 marks)			
4	4-5 marks The candidate demonstrates excellent knowledge and understanding of sociological material which is developed . The information presented is accurate and fully supported . Typically, there will be two developed supporting points. At the bottom of this band, there will be one developed point and one underdeveloped point.	4-5 marks The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently related to the question.	5-6 marks The candidate demonstrates an excellent ability to analyse and evaluate sociological material. Typically, there will be two developed points challenging the view. At the bottom of this band, there will be one developed point and one underdeveloped point.
3	3 marks The candidate demonstrates a good knowledge and understanding. The material is accurate but may be underdeveloped . Typically, there will be one developed or two or more underdeveloped supporting points.	3 marks The candidate demonstrates a good ability to apply relevant sociological material. The material is generally relevant but is not always explicitly related to the question.	3-4 marks The candidate demonstrates a good ability to analyse and evaluate sociological material. Typically, at the top of the band there will be one developed and one or more undeveloped points challenging the view. At the bottom of the band there will be one developed point or two underdeveloped points challenging the view.
2	2 marks The candidate demonstrates limited knowledge and understanding. The response may be partial, underdeveloped and under-supported or contain generalised knowledge and understanding. Typically, there will be one underdeveloped supporting point.	2 marks The candidate demonstrates a limited ability to apply relevant sociological material. The answer has limited relevance to the question.	2 marks The candidate demonstrates a limited ability to analyse and evaluate sociological material. Typically, there will be one underdeveloped point challenging the view.
1	1 mark The candidate demonstrates basic knowledge and understanding. The information is supported by basic material and the relationship to the material may not be clear . Typically, there will be one or more undeveloped supporting points.	1 mark The candidate demonstrates a basic ability to apply relevant sociological material to the question.	1 mark The candidate demonstrates a basic ability to analyse and evaluate. Typically, there will be one undeveloped point challenging the view.
0	0 marks No relevant knowledge or understanding.	0 marks No relevant sociological application.	0 marks No relevant sociological evaluation.

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INDICATIVE CONTENT		
<p>Q3: Using Source B and your wider sociological knowledge, explain and evaluate the use of semi-structured interviews for researching the perceived effects of deprivation on education. (16 marks)</p>		
AO1 Knowledge and Understanding	AO2 Application	AO3 Analysis and Evaluation
<p>Arguments supporting the usefulness of semi-structured interviews for researching the perceived effects of deprivation on education. Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> • gathering qualitative data, gaining depth, detail and insight into perceptions of education • adopting an interpretivist perspective, e.g., seeking to fully understand the meanings that each individual attaches to their school experiences • achieving verstehen, ability to see the situation through the eyes of subjects, by allowing them to answer in their own way and elaborate on their answers • high level of validity due to researcher acquiring detailed understanding of subjects by allowing them to elaborate on their answers • allows the researcher to build up a rapport with the subjects, improving validity • avoids researchers imposing their reality on the subjects by keeping questions open • allows disadvantaged and marginalised groups such as children from disadvantaged schools to have a voice • interviewing different groups (children, parents and teachers) produces a fuller picture/complementary form of data • the semi-structured nature of the interviews allows for some reliability, since there will be common elements of each interview, but also maximises validity <p>Any other reasonable point.</p>	<p>Candidates are expected to apply their knowledge and understanding of semi-structured interviews and methodology in general in their response to the question. Candidates are also expected to apply material drawn from Source B in answering the question.</p> <p>This may also relate to the study of the context and aspect of inequality and difference under consideration, i.e., for investigating the disadvantages faced by children in deprived areas.</p> <p>A detailed understanding of this topic is not expected.</p> <p>The response may also relate the selection or choice of semi-structured interviews to the research aim.</p> <p>An example of applying the source in support of AO1 would be explaining how using semi-structured interviews would be particularly useful in a study of children because they might not understand certain questions or might find it difficult to express themselves in answering. Allowing the interviewer to ask supplementary questions or re-phrase the question might make it easier to elicit valid responses.</p> <p>An example of applying the source to AO3 would be the point about difficulties of getting access and gaining trust. Because this research was on children, researchers would need to get informed consent from parents, and maybe schools, in order to be ethical. Even once they had done this, they would need to establish rapport with children from deprived social backgrounds which might be difficult for middle class adults.</p>	<p>Arguments challenging the usefulness of semi-structured interviews for researching the perceived effects of deprivation on education may include:</p> <ul style="list-style-type: none"> • Demands on researcher in terms of time and involvement with the group under study • Difficulties of access and gaining trust of subjects, particularly the children; difficulty of building a rapport • Issues of representativeness e.g., small size of samples (only 30 children), problems of generalisability of findings • Researcher effects, e.g., presence may affect subjects, higher chance of interviewer bias in informal interviews • Lack of reliability, difficulties of checking results and replicating research, since follow-up questions means each interview will be different • Criticisms from positivist perspectives, e.g., unscientific nature of semi-structured interviews; lack of quantitative data, impossibility of identifying patterns and trends • Ethical issues, e.g., difficulty of obtaining informed consent from children, possible infringement on privacy, problems of researching sensitive issues <p>Any other reasonable point.</p>

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AO1 Knowledge and Understanding		Section B
		Indicative content
Q4: Explain, using an example, the concept of vertical segregation. (4 marks)		
Explanation	Example	<p>Explanation/core meaning:</p> <ul style="list-style-type: none"> jobs at the higher levels within an occupational hierarchy being inaccessible to those from certain social groups. This is likely to be related to gender but could also be related to social class <p>Development could come from: concepts such as the glass or concrete ceiling, patriarchy, institutional sexism, socialisation, discrimination, labelling, inequalities caused by childbirth/childcare, etc</p> <p>The example used is likely to refer to a specific employment sectors, such as health or education, and describe how higher roles tend to be occupied by males and lower roles are occupied by females</p> <p>Any other reasonable point.</p>
1 mark - Brief explanation of the concept	1 mark - Accurate example identified	
1 mark - The explanation of the concept is fully developed / further explained	1 mark - The example is fully developed / further explained	
<p>0 marks No relevant knowledge and understanding</p>		
<p>N.B. An example alone will be capped at a maximum of 1 mark</p>		

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Level	AO1 Knowledge and Understanding	Indicative Content	AO2 Application	Indicative Content
Q5: Explain, using examples, two ways in which working class people are disadvantaged in society. (8 marks)				
4	<p>4 marks</p> <p>The candidate demonstrates an excellent knowledge and understanding which is fully developed. The information presented is accurate and fully supported. Typically, there will be two developed points.</p>	<p>Candidates should show an understanding of the concept of disadvantage, and make some comparison to middle class people, or 'the norm'.</p> <p>Candidates will refer to two ways which may include:</p>	<p>4 marks</p> <p>The candidate demonstrates an excellent ability to apply relevant sociological material.</p>	<p>The selected knowledge should be directly related to the specific question.</p> <p>Examples of application might include:</p> <ul style="list-style-type: none"> cultural deprivation: applying Bourdieu's theory of cultural capital to educational underachievement of working-class children then linking to the question by explaining how this would disadvantage working class children as the educational system tends to be based on middle class forms of cultural knowledge. This in turn means working class pupils are less likely to attain higher level qualifications or university places which would give them access to higher status and better paid jobs media representations: applying studies of media representations of the working class, (e.g., Newman, Devereux, Jones) to show how the working class is more likely to be represented in negative ways in the media which in turn creates stereotypes about the working class which may disadvantage them in areas such as education or employment
3	<p>3 marks</p> <p>The candidate demonstrates good knowledge and understanding but it may be underdeveloped. The information presented is in the most-part relevant and supported by some material. Typically, there will be one developed and one underdeveloped point. Alternatively, both points may be underdeveloped.</p>	<ul style="list-style-type: none"> impact of class inequalities upon educational opportunities which may disadvantage the working class, e.g. studies of material and cultural deprivation, anti-school subcultures, teacher labelling social class and health outcomes illustrated by data, e.g., on mortality and morbidity, the health divide, life expectancy links between social class and workplace inequalities, e.g., higher chance of low paid workers also facing job insecurity, unemployment, lack of fringe benefits and occupational pensions, industrial accidents and diseases, the class pay gap, lack of access to internships, the old boys' network, lack of social capital, etc social class and disadvantages in family life, e.g., quality of parenting, risks of divorce and family breakdown disadvantage in terms of media representations, linked to stereotypes and labelling, access to digital media (digital divide) 	<p>3 marks</p> <p>The candidate demonstrates a good ability to apply relevant sociological material.</p>	
2	<p>2 marks</p> <p>The candidate demonstrates a limited knowledge and understanding. The response may be generalised and undeveloped. The information has some relevance and is supported by limited material. Typically, there will only be one developed point. Alternatively, there may be two points which are undeveloped.</p>		<p>2 marks</p> <p>The candidate demonstrates a limited ability to apply relevant sociological material.</p>	
1	<p>1 mark</p> <p>The candidate demonstrates basic knowledge and understanding. The information is supported by basic material. Typically, there will be one point, which is undeveloped.</p>		<p>1 mark</p> <p>The candidate demonstrates a basic ability to apply relevant sociological material.</p>	
0	<p>0 marks</p> <p>No relevant knowledge or understanding.</p>	Any other reasonable point.	<p>0 marks</p> <p>No relevant sociological application.</p>	

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Level	AO1 Knowledge and Understanding	AO2 Application	AO3 Analysis and Evaluation
Q6: Explain and evaluate the functionalist view that the roles of men and women should be different. (16 marks)			
4	<p>4-5 marks</p> <p>The candidate demonstrates excellent knowledge and understanding of sociological material which is developed. The information presented is accurate and fully supported. Typically, there will be two developed supporting points. At the bottom of this band, there will be one developed point and one underdeveloped point.</p>	<p>4-5 marks</p> <p>The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently related to the question.</p>	<p>5-6 marks</p> <p>The candidate demonstrates an excellent ability to analyse and evaluate sociological material. Typically, there will be two developed points challenging the view. At the bottom of this band, there will be one developed point and one underdeveloped point.</p>
3	<p>3 marks</p> <p>The candidate demonstrates a good knowledge and understanding. The material is accurate but may be underdeveloped. Typically, there will be one developed or two or more underdeveloped supporting points.</p>	<p>3 marks</p> <p>The candidate demonstrates a good ability to apply relevant sociological material. The material is generally relevant but is not always explicitly related to the question.</p>	<p>3-4 marks</p> <p>The candidate demonstrates a good ability to analyse and evaluate sociological material. Typically, at the top of the band there will be one developed and one or more undeveloped points challenging the view. At the bottom of the band there will be one developed point or two underdeveloped points challenging the view.</p>
2	<p>2 marks</p> <p>The candidate demonstrates limited knowledge and understanding. The response may be partial, underdeveloped and under-supported or contain generalised knowledge and understanding. Typically, there will be one underdeveloped supporting point.</p>	<p>2 marks</p> <p>The candidate demonstrates a limited ability to apply relevant sociological material. The answer has limited relevance to the question.</p>	<p>2 marks</p> <p>The candidate demonstrates a limited ability to analyse and evaluate sociological material. Typically, there will be one underdeveloped point challenging the view.</p>
1	<p>1 mark</p> <p>The candidate demonstrates basic knowledge and understanding. The information is supported by basic material and the relationship to the material may not be clear. Typically, there will be one or more undeveloped supporting points.</p>	<p>1 mark</p> <p>The candidate demonstrates a basic ability to apply relevant sociological material to the question.</p>	<p>1 mark</p> <p>The candidate demonstrates a basic ability to analyse and evaluate. Typically, there will be one undeveloped point challenging the view.</p>
0	<p>0 marks</p> <p>No relevant knowledge or understanding.</p>	<p>0 marks</p> <p>No relevant sociological application.</p>	<p>0 marks</p> <p>No relevant sociological evaluation.</p>

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INDICATIVE CONTENT		
Q6: Explain and evaluate the functionalist view that the roles of men and women should be different. (16 marks)		
AO1 Knowledge and Understanding	AO2 Application	AO3 Analysis and Evaluation
<p>Arguments and evidence supporting the functionalist view that the roles of men and women should be different. Examples of sociological evidence may include:</p> <ul style="list-style-type: none"> • socialisation and value consensus (Durkheim, Parsons) • expressive and instrumental roles of women and men (Parsons) • meritocracy, role allocation, sifting and sorting, linked to subject choice, horizontal and vertical segregation (Parsons, Davis & Moore) • other arguments which may support the functionalist view, e.g., Rational choice (Hakim); New Right views (Schlafly) • comparative research (e.g., Murdock) showing that different gender roles are universal <p>Any other reasonable point.</p>	<p>The selected knowledge should be directly related to the specific question.</p> <p>Application may be rewarded for linking arguments and evidence to the question both in support of the view (AO1) and in evaluation (AO3).</p> <p>Examples might include:</p> <ul style="list-style-type: none"> • application of Parsons to show how the notion of instrumental and expressive roles implies that in the nuclear family men and women play different but complementary roles with each sex performing the role that they are biologically suited to and which they have been socialised for thus supporting the view that men and women's roles should be different (AO1 applied) • application of material on gender socialisation e.g., Oakley to show how gender roles are socially constructed, therefore men and women's roles do not have to be different but only exist because of the way they are constructed. This implies that men and women could play very different roles in society from the traditional ones if they were encouraged to do so by being socialised in new and different ways 	<p>Arguments and evidence challenging the functionalist view that the roles of men and women should be different may include:</p> <ul style="list-style-type: none"> • theoretical challenges to the view, e.g., from Marxist and feminist perspectives • roles as socially constructed through socialisation (e.g., Oakley, McRobbie) • Marxism/Marxist-feminism (e.g., Benston, Ansley) • radical feminism (e.g., Greer, Millett) • liberal feminism (e.g., Somerville, Sharpe) • evidence to demonstrate entrenched gender inequalities, relating to factors such as the reserve army of labour, patriarchy, institutionalised sexism, horizontal segregation, vertical segregation, the gender pay gap, maternity, market situation, the dual labour market • comparative evidence (e.g., Oakley, Mead) to show that gender roles are not fixed and are socially constructed <p>Any other reasonable point.</p>