



**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**

<b>Annotation</b>	<b>Meaning</b>
	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 <b>two</b> patterns or trends shown in the bar graph data in Source A.</p> <p><b>AO2: Application</b>  <b>Level 4: 4 marks</b>  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><b>Level 3: 3 marks</b>  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><b>Level 2: 2 marks</b>  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"> <li>• From 1993 to 2001 unemployment levels of 16 to 24 year olds fell, declining from just under 18% to around 12%.</li> <li>• From 2004 to 2010 unemployment levels of 16 to 24 year olds increased from just over 12% to nearly 20%.</li> <li>• From 1993 to 2001 unemployment levels of adults between 25 and retirement age fell, declining from just under 9% to just under 4%.</li> <li>• 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%.</li> <li>• 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%.</li> <li>• 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.</li> <li>• Any other reasonable interpretation of the data which identifies a pattern or trend should be rewarded provided it is accurate.</li> </ul>

		<p><b>Level 1: 1 mark</b> 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><b>0 marks</b> 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 <b>Source B</b>, explain <b>two</b> ways in which shared cultural characteristics between researchers and the people they are researching may be helpful when undertaking research.</p> <p><b>AO1: Knowledge and understanding</b> <b>2 marks</b> 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><b>1 mark</b> The candidate clearly explains one way or shows a partial understanding of two ways.</p> <p><b>0 marks</b> No relevant knowledge or understanding.</p> <p><b>AO2: Application</b> <b>Level 4: 4 marks</b> The candidate shows an excellent ability to apply evidence with a clear ability to support both ways with material from the Source.</p> <p><b>Level 3: 3 marks</b> 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"> <li>• The need to establish rapport with subjects.</li> <li>• Interpretivists preference for a verstehen or empathetic approach.</li> <li>• Facilitating access to groups of subjects.</li> <li>• Common language facilitating communication (though this may not have been the case with some of the Asian participants).</li> <li>• Facilitating an unobtrusive approach in participant observation.</li> </ul> <p>Examples of data from the source which might be applied.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The researchers were white and middle class and this cultural similarity would have helped them establish rapport with players in the white club.</li> <li>• 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.</li> <li>• 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.</li> <li>• The researcher was male which may have helped him to establish rapport with subjects who were all male.</li> </ul>

		<p><b>Level 2: 2 marks</b> 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><b>Level 1: 1 mark</b> 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><b>0 marks</b> No relevant application of material from the Source</p>		
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Question	Answer	Marks	Guidance
3	<p>Identify and explain <b>two</b> problems for sociologists using the data in <b>Source A</b> to study age inequalities in unemployment.</p> <p><b>AO2: Application</b>  <b>Level 4: 4 marks</b>  The candidate shows an excellent ability to apply data from <b>Source A</b> in answering the question. There is a clear application of source material in relation to <b>two</b> problems for sociologists using the data in Item A to study age inequalities in unemployment.</p> <p><b>Level 3: 3 marks</b>  The candidate shows a good ability to apply data from <b>Source A</b> 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><b>Level 2: 2 marks</b>  The candidate shows a basic ability to apply data from <b>Source A</b> 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><b>Level 1: 1 mark</b>  The candidate shows a limited ability to apply data from <b>Source A</b> 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"> <li>• Validity – Some sociologists may question the ILO definition of unemployment e.g. how do we establish that people are actually looking for work.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• The data series only go up to 2010, some sociologists might be interested to look at more recent patterns and trends.</li> </ul> <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><b>0 marks</b> No relevant application of data.</p> <p><b>AO3: Analysis and evaluation</b> <b>Level 4: 5–6 marks</b> The candidate shows an excellent ability to evaluate sociologists using the data in <b>Source A</b> 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><b>Level 3: 4 marks</b> The candidate shows a good ability to evaluate sociologists using the data in <b>Source A</b> 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><b>Level 2: 2–3 marks</b> The candidate shows a basic ability to evaluate sociologists using the data in <b>Source A</b> 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><b>Level 1: 1 mark</b> The candidate shows a limited ability to evaluate sociologists using the data in <b>Source A</b> to study age inequalities in unemployment. Candidates will typically present a less developed evaluation in terms of just one problem.</p> <p><b>0 marks</b> No relevant evaluation.</p>		
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Question	Answer	Marks	Guidance
4	<p data-bbox="342 233 880 499">Using <b>Source B</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"><b>AO1: Knowledge and understanding Level 4: 4–5 marks</b></p> <p data-bbox="342 616 880 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 1107"><b>Level 3: 3 marks</b></p> <p data-bbox="342 1118 864 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="902 233 943 256">25</p> <p data-bbox="902 544 987 600">5 AO1 2a/2b</p>	<p data-bbox="1059 233 1906 512"><b>AO1: Knowledge and Understanding</b> 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 557 1928 1015"><b>AO1: Knowledge and Understanding</b> 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 1059 1917 1230"><b>AO2: Application</b> 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 1275 1928 1414">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><b>Level 2: 2 marks</b> 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><b>Level 1: 1 mark</b> 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><b>0 marks</b> 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"> <li>• Issues of validity – using ethnography allows a richer/deeper understanding of subjects’ social worlds giving a more valid insight into their social reality.</li> <li>• 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.</li> <li>• 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.</li> <li>• Interpretivists would favour ethnographic methods as they allow researchers to understand the meanings and subjective attitudes of participants</li> <li>• Combining ethnographic methods/ triangulation allows for the strengths of one method to compensate for the weaknesses of the</li> </ul>
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		<p><b>Level 1: 1 mark</b> 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><b>0 marks</b> No relevant sociological application.</p> <p><b>AO3: Analysis and evaluation</b> <b>Level 4: 12–15 marks</b> 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><b>Level 3: 8–11 marks</b> 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><b>Level 2: 4–7 marks</b> 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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Question	Answer	Marks	Guidance
5	<p data-bbox="342 236 869 339">Outline ways in which a person's life chances in the UK today may be influenced by their ethnicity.</p> <p data-bbox="342 387 786 451"><b>AO1: Knowledge and understanding Level 4: 10–12 marks</b></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="342 930 573 954"><b>Level 3: 7–9 marks</b></p> <p data-bbox="342 962 875 1417">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="902 236 943 260">20</p> <p data-bbox="902 379 999 443">12 AO1 1a/1b</p>	<p data-bbox="1059 236 1973 483">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 523 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 667 1581 691">Possible areas of knowledge might include:</p> <ul data-bbox="1059 707 1973 1209" style="list-style-type: none"> <li>• 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.</li> <li>• Evidence of discrimination in the workplace or other social settings e.g. studies by CRE and EHRC.</li> <li>• Life chances in relation to acquisition of wealth and higher incomes.</li> <li>• Comparison of chances of suffering poverty in different groups.</li> <li>• Chances of undergoing upward social mobility.</li> <li>• Chances of high attainment in education eg evidence about exam results/ qualifications, access to higher education.</li> <li>• Chances of becoming involved in the criminal justice system either as an offender/receiving a criminal record or as a victim of crime.</li> <li>• Negative representations of ethnic minorities in mass media leading to stereotyping and discrimination affecting life chances.</li> </ul> <p data-bbox="1059 1257 1704 1281">Possible studies/data which might be applied include:</p> <ul data-bbox="1059 1297 1899 1425" style="list-style-type: none"> <li>• ONS statistical data on work and employment.</li> <li>• Studies of workplace discrimination eg Wood et al 2009.</li> <li>• Evidence of ethnic penalty in work eg Heath and Wu 2005, Joseph Rowntree Foundation 2007, Battu and Sloane 2004.</li> </ul>

		<p>the most-part relevant and supported by some evidence.</p> <p><b>Level 2: 4–6 marks</b>                  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><b>Level 1: 1–3 marks</b>                  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><b>0 marks</b>                  No relevant knowledge or Understanding</p>	<ul style="list-style-type: none"> <li>• Rowlingson and McKay’s study of ethnicity and wealth inequality.</li> <li>• JRF report on Poverty and Ethnicity in the UK 2007 and Runnymede Report Ready for Retirement? 2010.</li> <li>• Platt 2005 study of ethnicity and social mobility.</li> <li>• Candidates may also apply material they have studied in relation to other topics such as education, crime and deviance, mass media etc.</li> </ul> <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"> <li>• Functionalist approaches, e.g. Patterson – minorities have poorer life chances because they have not yet managed to assimilate to mainstream culture.</li> <li>• 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.</li> <li>• Rex and Tomlinson – minorities have poorer chances in housing/jobs/education as they face discrimination and are trapped in an underclass.</li> </ul>
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		<p><b>AO2: Application</b></p> <p><b>Level 4: 7–8 marks</b> 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><b>Level 3: 5–6 marks</b> 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><b>Level 2: 3–4 marks</b> The candidate shows a basic ability to apply sociological knowledge. The material is related to the question occasionally and mainly implicitly.</p> <p><b>Level 1: 1–2 marks</b> 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><b>0 marks</b> No relevant sociological application.</p>	8 AO 2 1a	
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Question	Answer	Marks	Guidance
6	<p data-bbox="232 228 282 1423">*</p> <p data-bbox="342 228 891 347">Assess the view that women in UK society today are disadvantaged due to both capitalism and patriarchy.</p> <p data-bbox="342 387 891 451"><b>AO1: Knowledge and understanding Level 4: 13–16 marks</b></p> <p data-bbox="342 459 891 914">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="342 962 891 994"><b>Level 3: 9–12 marks</b></p> <p data-bbox="342 1002 891 1423">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="891 228 1048 403">40</p> <p data-bbox="891 411 1048 483">16 AO1 1 a/1b</p>	<p data-bbox="1048 228 1998 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="1048 411 1998 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="1048 659 1998 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="1048 842 1998 874">Candidates might apply the following in support of the statement:</p> <ul data-bbox="1048 882 1998 1423" style="list-style-type: none"> <li data-bbox="1048 882 1998 946">• Ansley (women as takers of shit). Could also be linked to studies of domestic violence eg Johnson on patriarchal terrorism or Stanko.</li> <li data-bbox="1048 954 1998 986">• Feeley (role of women in socialising children in capitalist ideology)</li> <li data-bbox="1048 994 1998 1058">• Benston (role of women in supporting capitalism through unpaid domestic labour)</li> <li data-bbox="1048 1066 1998 1098">• Bruegel (women as a reserve army of labour)</li> <li data-bbox="1048 1106 1998 1137">• Dalla Costa and James (value to capitalism of unpaid domestic labour)</li> <li data-bbox="1048 1145 1998 1177">• Millett (control of women through patriarchy)</li> <li data-bbox="1048 1185 1998 1217">• Walby (structures of patriarchy)</li> <li data-bbox="1048 1225 1998 1289">• Delphy and Leonard (family as site of women’s oppression, familiar exploitation)</li> <li data-bbox="1048 1297 1998 1329">• Differences in gender socialisation (eg Oakley)</li> <li data-bbox="1048 1337 1998 1423">• 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</li> </ul>

		<p>evidence.</p> <p><b>Level 2: 5–8 marks</b> 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><b>Level 1: 1–4 marks</b> 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><b>0 marks</b> No relevant sociological knowledge or understanding.</p> <p><b>AO2: Application</b></p>	<ul style="list-style-type: none"> <li>• Research demonstrating women’s higher risks of poverty are related to capitalism and patriarchy.</li> <li>• Evidence of gender differences in social mobility and forms of social closure (eg Li and Devine, EHRC).</li> <li>• Evidence concerning family life e.g. studies of domestic labour and decision making.</li> </ul> <p>In critical evaluation candidates could apply a variety of theoretical approaches including:</p> <ul style="list-style-type: none"> <li>• Weberian theory / dual labour market theory</li> <li>• Liberal Feminism</li> <li>• Black feminism</li> <li>• Functionalism / human capital theory eg Parsons, Rastogi</li> <li>• Hakim / preference theory</li> <li>• New Right eg Schlafly or other biological determinist approaches</li> <li>• Intersectionality theory (importance of social class, ethnicity and other forms of inequality intersecting with gender)</li> <li>• Postmodernism</li> <li>• 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.</li> </ul> <p>In critical evaluation candidates may question the view in different ways</p> <ul style="list-style-type: none"> <li>• By questioning whether both capitalism and patriarchy are responsible for gender inequalities or whether sociologists should emphasise one more than the other.</li> <li>• By considering alternative explanations of gender inequality e.g. the workings of the labour market, women’s lack of social capital, biological differences etc.</li> <li>• By questioning the extent to which women are disadvantaged e.g. functionalist ideas of women being different but equal or evidence about male disadvantage.</li> </ul>
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		<p><b>Level 4: 13–16 marks</b> 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><b>Level 3: 9–12 marks</b> 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><b>Level 2: 5–8 marks</b> 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><b>Level 1: 1–4 marks</b></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><b>0 marks</b> No relevant sociological evaluation or analysis</p>		
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**APPENDIX 1****Assessment Objectives (AO) Grid**

(\* includes quality of extended responses)

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>1</b>		4		4
<b>2</b>	2	4		6
<b>3</b>		4	6	10
<b>4</b>	5	5	15	25
<b>5</b>	12	8		20
<b>6</b>	16	8	16	40
<b>Totals</b>	35	33	37	105

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