

A LEVEL

Examiners' report

SOCIOLOGY

H580

For first teaching in 2015

H580/02 Summer 2019 series

Version 1

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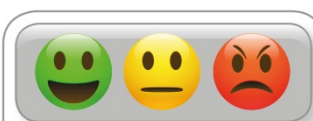
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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates. The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report. A full copy of the question paper can be downloaded from OCR.

Paper 2 series overview

Similarly to last year, the overall standard of responses this year was good. There was a wide range of responses, which suggests that the paper was differentiated effectively. Most candidates attempted to answer all questions within the paper and most managed to time their responses well. As in previous sessions, there was a mix between those who answered Section A first and those who answer Section B first. As with the previous year, those who answered Section B first, were more likely to miss out one of the short answer questions.

Candidates should be encouraged to practice individual questions and whole papers under timed conditions to gain experience of writing under timed conditions. By doing so, candidates will gain a greater understanding of time restraints and how to manage time effectively to help them to attempt all questions.

Handwriting continues to be an issue, with examiners having to read scripts several times in order to ascertain what the candidate has written. Again, practice under timed conditions can help with this. A number of candidates do not use paragraphs, when marking, examiners look for the idea and then decide if it is undeveloped, under developed or developed. When a candidate writes all their AO1 or AO3 points in one paragraph, the examiner then has to ascertain if this is one idea or a number of ideas. This is relevant for all questions.

For Questions 2 – 6, in order to achieve the highest mark band, candidates need to include sociological evidence and to discuss these with depth. Sociological evidence can include studies, theories, methodological perspectives, concepts, statistics and contemporary examples, although it should be noted that responses which rely on contemporary examples will not score highly as contemporary examples on their own are not good sociology. When annotating answers, examiners will identify each idea, annotate evidence and then decide if it is underdeveloped, under developed or developed – this will then provide a guide for the mark given. For example, in Question 4, if a point states that ethnomethodology is high in validity – this would be undeveloped. If an answer has no sociological evidence then it will not be annotated as developed.

In terms of assessment objectives, candidates tended to be stronger in either Knowledge and Understanding (AO1) or Evaluation and Analysis (AO3). The strongest responses were able to offer a wide range of sociological evidence using both sociological studies and theory. In terms of essay questions (Questions 4 and 6), some candidates focused almost solely of AO1 or AO3. Some responses juxtaposed ideas, using tangential ideas and often became list like and/or repetitive. Candidates may feel that they wrote a substantive essay, but the highest mark they can achieve for juxtaposition is mark band 2. Juxtaposed ideas, are those which do not mention how a point critiques, differs or compliments the question for example how women are disadvantage (Question 6). AO2 (application) particularly on Question 5, tended to be an area where many candidates struggled to move beyond lip service (see examples in Question 5 below). To achieve beyond mark band 1 in Questions 3, 4, 5 and 6 candidates need to explicitly engage with the question or source and explain how an idea is related to the question. For example in Question 2, an example of lip service would be 'highlighting that the relationships can form between the members and understand the cultural differences that the white males experience', an explicit application point would add to the previous by saying 'in comparison to British Pakistani males'.

Some candidates did not make it clear that they had returned to questions later in the response booklet, it would be helpful to examiners if they made it clear. For example, a number of candidates simply used an asterisk, these need to be numbered so that it is clear which question the response relates to.

Key point #1

To get the highest mark in the essay questions, candidates should be aiming for the following range and depth:

Question 3: two fully developed points of knowledge (dependent on the question this could be two strengths, two weaknesses or one of each).

Question 4: four fully developed points of knowledge, of these two need to be strengths and two need to be weaknesses of the methodological approach.

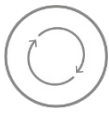
Question 5: four fully developed points of knowledge, these need to cover at least three areas of social life such as education, family or crime.

Question 6: four fully developed points of knowledge and four fully developed points of evaluation.

Key point #2

Candidates should make sure that their evaluation points address the question and do not become 'list like' to avoid juxtaposition. Techniques such as using the words of the question at the start and end of the evaluation paragraph should help maintain the focus of the essay throughout.

For AO2, practice applying points to the question / source in order to move beyond lip service, when quoting from the source or referring to the question, candidates should engage with it and explain why it is relevant or how it shows patriarchy and capitalism disadvantage women.

	<p>AfL</p>	<p>Candidates should practice using clear paragraphs and structure, for example: point, evidence, explanation, link to source / question.</p> <p>Use connectives to clearly identify if it is an AO1 or AO3 point for example however; in support of; in contrast.</p>
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Section A overview

This section comprises of three compulsory questions that all candidates need to answer, all require one of the sources to be used and referenced. In Questions 3 and 4, to reach the higher mark bands, candidates need to use methodological evidence; methodological perspectives (e.g. positivism/interpretivism), methodological concepts (e.g. validity, reliability). There is no requirement to refer to the methods used in alternative sociological studies.

Key point

There is no requirement to refer to alternative sociological studies in this section.

Question 1

1 Summarise **two** patterns or trends shown in the bar graph data in **Source A**.

[4]

Most candidates were able to accurately identify two patterns or trends from the source. Candidates need to accurately identify statistics and to make a comparison for example, one age group is consistently more likely to be unemployed than another. An interpretation needs to show differences needs to be made such as larger / fewer / increase / decrease.

To achieve full marks on this question, candidates needed to explain two clear patterns or trends and use accurate data to support their conclusion.

The statistics are very clear, data used needs to be accurate as examiners will not accept vague ratios or numbers without %. In addition, if candidates referred to people aged 25 this would not have been accepted as accurate as the age group in the source was people aged 25 to retirement.

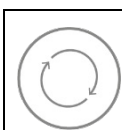
Some candidates offered explanations for the patterns and trends they had identified, although this was not required.

Most successful answers

- Clear structure e.g. 'one pattern (or trend) is...', 'a second pattern (or trend) is...'.
- Using accurate statistics.
- Explicit interpretation e.g. increase / decrease.

Common Errors

- Not reading the headings properly e.g. stating that the figures represented the percentage of economically active adults.
- Only showing data from one year rather than a comparison of figures from two years to show a trend.
- Just stating the highest point for an age group without comparing this to an alternative year.



AfL

Candidates should practice analysing a range of data. Identifying and explaining patterns and trends.

Exemplar 1

1	One trend shown in Source A is that from ages 16 to 24 there is an increase a decrease of economically active adults who are 160 unemployed from 1993 (around 17.9%) to 2001 around (12%).
	Another trend shown in source A is that from 2001 to 2010 for the individuals aged 25 to retirement there has been seen an increase in the proportion of economically active adults who are 160 are unemployed from 2001 (around 3.9%) to 2010 (6%) however

Here we can see a full mark response, which is clearly set out. The candidate identifies each trend, identifies that it is an increase and then accurately compares statistics between two time periods for each group. Excellent technique and very succinct.

Question 2

- 2 With reference to **Source B**, explain **two** ways in which shared cultural characteristics between researchers and the people they are researching may be helpful when undertaking research. [6]

This question requires candidates to engage with the source. There is no requirement to discuss alternative sociological research. Candidates are given one mark for each correct identification of a way in which shared cultural characteristics may be helpful such as to gain verstehen, increase validity, gain acceptance or gain access. It is worth noting that there is no requirement to use methodological concepts or theory in this question. A further two marks per idea is then given for application of the source to support each idea.

Most candidates were able to identify two ways and achieve full marks on AO1. A minority of candidates were only credited with one way as the two ways they identified were so similar they were essentially the same for example, 'rapport' and 'bond'.

For AO2, several candidates did not achieve full marks as they did not support each way with information from the source. The best responses were able to use sections of the source and then apply them for example, the researcher being an active cricket player helped him gain access to both clubs or the researcher did not drink alcohol and therefore was able to establish rapport with Pakistani Muslim cricketers in the Aylesworth club. Candidates who simply quoted sections of the source without applying them were not credited as application. Up to 2 marks is given for AO2 per correct way identified.

Some candidates provided more detail than was needed for this question, some went on to link this in depth to sociological research methods which was not needed.

Key point

Candidates need to work on answering this question more succinctly in order to save time for longer questions.

Candidates should make sure that when quoting from the source they then go on to explain why it is relevant.

Exemplar 2

	<p>Additionally; in source B it states that the researcher was able to adopt and understand the group as he did not drink alcohol. This highlights that desirable characteristics allowed the researcher to gain access to the British Muslims; therefore useful in understanding their experiences and building rapport in understanding their realities in playing cricket. Thus, suggesting that it is useful when researchers</p>
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Here we can see an example of one way clearly identified – ‘rapport’, the candidate has accurately used the source and explained why it is relevant, stating that he did not drink alcohol which enabled him to understand the group he was researching. This would achieve 1+2 marks. This was like their treatment of their first way and achieved full marks overall.

Exemplar 3

2)	<p>Sharing characteristics with another person can mean a bond is formed. In source B the researcher who shared cultural characteristics stated that it is easier to understand ideas, arguments and opinions of the respondents.</p>
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Here we can see an example of one way clearly identified – ‘bond’. In this answer the candidate has only quoted the source but has not engaged with it, this is an example of ‘lip service’ only and would achieve 1+1 marks.

Question 3

- 3 Identify and explain **two** problems for sociologists using the data in **Source A** to study age inequalities in unemployment. [10]

Overall the majority of candidates were able to achieve Level 2 or above for AO3 on this question. The most common responses focused on representativeness of the data as it only covered 0.1% of the population, the age group 25 to retirement is too wide and so it is not possible to determine the extent of differences in unemployment rates between older and younger adults within this age group and how quantitative data is purely descriptive of the number of unemployed and does not provide any evidence of why they were unemployed or the experience/meanings associated with being unemployed, which might be of interest to interpretivists.

For AO2, a number of candidates referred to lip service only for example only stating that 'unemployment statistics do not explain why' rather than explaining that 'unemployment statistics fail to explain why people are unemployed which could be due to lack of education or institutional racism'.

For AO3, candidates need to develop sociological evidence. Many are simply dropping in concepts for example 'quantitative data lacks validity' but not explaining why or how it lacks validity. Alternatively, candidates have used a number of concepts with brief explanation which again leads to an underdeveloped answer.

Structurally, there has been an improvement on candidates use of separate paragraphs and clearly identifying when they are moving onto a new 'problem'.

?	Misconception	<p>In previous exam papers candidates have been asked to identify and explain one strength and one weakness, this year, candidates were asked to identify and explain two problems. Some candidates still gave strengths of the data. This did not gain the candidates any marks.</p> <p>It is important that candidates read questions carefully, to make sure that they do not waste time writing information that does not answer the specifics of the question.</p>
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Exemplar 4

		<p>Another problem sociologists such as Interpretivists would argue is that the data is only quantitative and does not provide qualitative and does not provide any qualitative data, which means sociologists can not collect any data on why there is age inequality in employment. This quantitative data prevents Interpretivists to understand and study the reasons to age inequality in employment and why there is big changes in patterns.</p>
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Here is an example of lip service and underdevelopment. The candidate has stated that the data does not explain why there is age inequality in employment but does not expand on this. Lip service is worth 1 mark, once per problem. For AO3, they clearly identify the problem that the data lacks understanding and although they use a number of concepts and interpretivism, none of these are fully explained and is an example of an under developed idea. This would be given 1+1 marks.

Question 4

- 4* Using **Source B** and your wider sociological knowledge, explain and evaluate the use of ethnographic methods for studying the attitudes and behaviour of White British and British Pakistani Muslim cricketers in relation to alcohol consumption. [25]

Most candidates were able to answer this question reasonably well with a number of strengths and weaknesses. A large number were able to use a wide range of methodological concepts with many including methodological perspectives such as positivism and interpretivism.

Some candidates focused on ethnomethodology as a broad approach while others addressed the individual methods used in the source. Candidates who only addressed one specific research method could not achieve higher than Level 3 for AO1 and AO3. To achieve mark band 4 on AO1 candidates must address methodological theory.

The best candidates were able to fully develop two strengths and two weaknesses of ethnographic methods. While many candidates did this, only a minority fully developed all four points sufficiently to achieve full marks for AO3. Better developed answers typically made use of a wide range of methodological perspectives such as interpretivism and positivism and concepts such as validity, reliability, representativeness and objectivity. Where candidates did this and showed a clear understanding of the terminology rather than just dropping in the concepts, scored well on AO1.

The most common areas of discussion were validity, access, verstehen, rapport, reliability and representativeness. Some candidates were confused by the concept of reliability and/or dropped in validity and reliability together, for example 'this decreases validity and reliability'.

Common errors that candidates made were assuming that semi-structured interviews necessarily involved the collection of both quantitative and qualitative data when ethnography normally relies exclusively on qualitative data. Some candidates were using concepts indiscriminately without really showing an understanding of them, for example simply stating that a particular aspect of the methods helped to achieve greater validity, reliability and generalisability when only one of these terms was actually relevant to the point. Alternatively, discussing a long list of strengths and weaknesses of the methods but failing to develop enough of the points in depth, meaning that the answer could not achieve AO3 marks above Level 3. Level 4 answers require depth as well as wide range.

In relation to AO2, the best answers referred to the source and clearly applied source material to each of the required four points. For example, in explaining how undertaking participant observation enabled the researchers to experience the social world of the cricketers at first hand by playing cricket and to gain verstehen or empathy, some candidates pointed to the extent to which they were able to gain an insight into the very sensitive issue of the role of drinking alcohol in cricket culture and how this was uniquely problematic for Muslims.

In terms of structure, when candidates only use one paragraph for strengths and one for weaknesses it is left to the examiner to ascertain where one point ends and another begins. This can impact on the number of points the examiner annotates and the extent to which a point is developed. This is because in many cases, one point or concept naturally leads onto another, thus it is important that a candidate clearly signposts when they are moving onto their next point.

Key point

Candidates need to include a methodological concept or perspective in each point for it to be considered a fully developed point.

There is a need to clearly signpost when moving onto the next point.

When addressing the source, engage with it and illustrate how or why this links to the point raised.

Exemplar 5

	groups without consent. Positivists would not favour this method as it is
	not reliable and it questions the objectivity of the research. As the
	researcher may be closely attached to the group. For example, in source B
	it states that the researcher does not drink; an important feature for gaining
	acceptance among the British Pakistani Muslims; therefore ^{researcher} it may be
	subjective when conducting the research.

This is an example of a very succinct paragraph. The candidate uses a range of methodological evidence accurately and uses the source material to illustrate how the researcher could impact the objectivity of the data. This is an example of a fully developed point with explicit application.

Exemplar 6

4.	Ethnography may be useful as
	the researcher can gain an in-
	depth insight into the group
	being studied. For example, in
	source B "where possible, matches,
	training sessions and social
	gatherings were attended and
	participated in". This allowed the
	researcher to receive in-detail
	responses from participants
	and make conclusions themselves
	from the observations. Interpret

This is an example of an under developed strength, the candidate has clearly identified a point, depth, but has not linked this to a methodological concept or fully explained how the researcher has gained this depth. For AO2, this is an example of lip service only. The candidate has copied a chunk from the source material but has not engaged with it for example, by discussing how attending gatherings enabled the researcher to gain more depth.

Section B overview

This section comprises of two compulsory questions. Both questions require candidates to use a wide range of sociological evidence and to fully develop their points. Overall, candidates either did well on both or less well on both. Paragraphing has been an issue for both questions.

Question 5

5* Outline ways in which a person's life chances in the UK today may be influenced by their ethnicity. [20]

For this question, to achieve mark band four, candidates need to discuss four fully developed points from at least three areas of social life, the most common ones used were work and employment, education, family, media, poverty and crime.

Most candidates had some understanding of this question. In terms of AO1, the best answers used a wide range of sociological evidence and discussed them in depth. A number of candidates opted for range rather than depth of sociological evidence, in many cases this led to a list like answer of under developed or undeveloped sociological evidence which could not achieve higher than mark band three. This was particularly evident when candidates were stating statistical evidence, many tended to state the statistics with no follow up explanation as to how this influences life chances. The best responses used evidence on workplace discrimination such as Wood, Heath and Wu the ethnic penalty and the Joseph Rowntree Foundation report on Poverty and Ethnicity. Those who discussed research such as Sewell, Mirza or Connell tended to develop their evidence more fully. Weaker responses relied on contemporary examples or unsubstantiated comments such as ethnic minorities are more likely to live in poverty as they have low paid jobs. This is a vague statement and is not accurate of all ethnic minorities.

Some candidates tried to apply theoretical perspectives such as Marxism or Weberian theory but these were only successful when candidates used them to provide evidence that ethnicity influenced life chances rather than to explain why ethnic inequalities existed. Similarly, some candidates made use of concepts such as the 'concrete ceiling' or 'dual labour market' without actually providing evidence that these created disadvantages or affected life chances.

In regard to AO2, candidates either did this well, or used lip service only, to achieve mark band four, candidates needed four examples of explicit application to the question. Candidates needed to discuss how ethnicity relates to life chance for example, lip service would be 'racism therefore affects life chances', an explicit application point would be 'this will impact the life chances of ethnic minorities as they may be unfairly judged and convicted which could result in them being more likely to get a criminal record' or 'life chances are limited as they face blocked opportunities in employment'.

A few candidates attempted to provide evaluation points, for example evidence that ethnicity no longer influences life chances or that gender, age and social class have a greater impact, but this could not be credited.

Key point

Sociological evidence needs to be fully developed rather than an extensive list of evidence within a social area. The social area being discussed should be clearly identified with an explicit application to the question asked.

Exemplar 7

	<p>I'm 12 white British people. The Joseph Rowntree Foundation argues that ethnicity is much lower than that of men white counterparts, especially when looking at the income of Bangladeshis, Pakistanis and black Africans. The foundation found that from each ethnic minority, a man was likely to have a 10% differential in income and for more of Bangladeshis, Pakistanis and black Africans, this shows economic deficit could be as high as 20%, and 5% for women. This shows that life chances are affected by an individual's ethnicity because their income can be seen to be much lower due to their ethnicity, which would affect their way of life in terms of access to adequate housing, good education and safe neighbourhoods.</p>
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Here is an example of a fully developed idea, the candidate discusses the Joseph Rowntree Foundation in regard to income, the point is clearly focused on ethnicity with explicit application to impact on life chances.

Question 6

- 6* Assess the view that women in UK society today are disadvantaged due to both capitalism and patriarchy. [40]


For this question, candidates needed four fully developed points for each side of the debate. Most candidates were able to demonstrate some sociological knowledge relating to the question with some impressively wide-ranging answers. Candidates approached this question in two ways, the first using Marxist Feminism as AO1 and evaluated by addressing how women are disadvantage by patriarchy alone or alternative theories such as Functionalism and Preference Theory. Alternatively, some candidates addressed capitalism and feminism individually for AO1 and then alternative views such as Functionalism for evaluation.

The best answers began by identifying the view with Marxist feminist approaches and then supporting this with a range of studies (e.g. Benston, Ansley, Feeley and Breughel) and concepts (reproduction of labour power, women as takers of shit, ideological conditioning and reserve army of labour). These candidates were able to analyse how different forms of feminism placed varying emphasis on capitalism (Marxists) or patriarchy (radical feminists) with some candidates using black feminism and/or intersectionality theory in support of the viewing but pointing out that other issues such as racism might be implicated in the disadvantages of some women. Many candidates drew on Oakley's work on gender socialisation but often seemed uncertain how to apply it. Many simply outlined her ideas without really explaining their relevance. A few were able to explain how traditional gender socialisation might support patriarchy and/or capitalism. Some also categorised Oakley as a liberal feminist and saw her as opposing feminists who blamed capitalism and/or patriarchy, arguing that socialisation was a different reason to either of these.

In evaluation many candidates drew on functionalist and New Right views. Some also drew on liberal feminist arguments that women had achieved legal equality meaning that traditional feminist arguments were no longer valid, sometimes referring to Sharpe on girl's attitudes to education, Wilkinson on the genderquake or other evidence that women had progressed towards equality. Hakim's preference theory was also often applied in evaluation. Some candidates referred to postmodernism but this was often misunderstood or over-simplified, for example, that postmodernists simply saw women as now having achieved equality.

Overall candidates were differentiated by the range of evidence they were able to offer on each side of the debate with the best answers considering four points on each side. Very good answers were also able to develop points in some depth using theories, studies and concepts and showing a real understanding of their relevance. The best answers also showed a real understanding of how different viewpoints and pieces of evidence related to the question and to apply material by linking it to the question.

A few candidates produced answers which were too wide ranging, for example with five or more points on each side of the debate but did not develop points fully with evidence so could not be credited for depth and range. Some also produced answers which were very detailed on one side lacked balance, for example with just a couple of brief evaluation points.

	Misconception	Some candidates discussed 'the patriarchy' or 'the capitalism' implying that this is a group of people which demonstrated a lack of understanding of the key concepts.
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Exemplar 8

		in the household. Ansley suggest women are considered as "tokens of skill" and a "Safety valve" for proletarianised men who cannot release their frustration to their managers. Here, women serve as a benefit for capitalism yet they are disadvantaged because they play the dual role of looking after their children and taking remuneration
		from their husbands. Here, we can argue that women are definitely disadvantaged by capitalism. However, Marxist feminists have

Here we can see an example of a fully developed point. The candidate has used sociological evidence (Ansley), there is explicit application to the question where they have described how women serve as a benefit to capitalism. This is a succinct point.

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