



Oxford Cambridge and RSA

**Tuesday 7 June 2022 – Afternoon**

**A Level Sociology**

**H580/02** Researching and understanding social inequalities

**Time allowed: 2 hours 15 minutes**



**You must have:**

- the OCR 12-page Answer Booklet

**INSTRUCTIONS**

- Use black ink.
- Write your answer to each question in the Answer Booklet. The question numbers must be clearly shown.
- Fill in the boxes on the front of the Answer Booklet.
- Answer **all** the questions.

**INFORMATION**

- The total mark for this paper is **105**.
- The marks for each question are shown in brackets [ ].
- Quality of extended response will be assessed in questions marked with an asterisk (\*).
- This document has **4** pages.

**ADVICE**

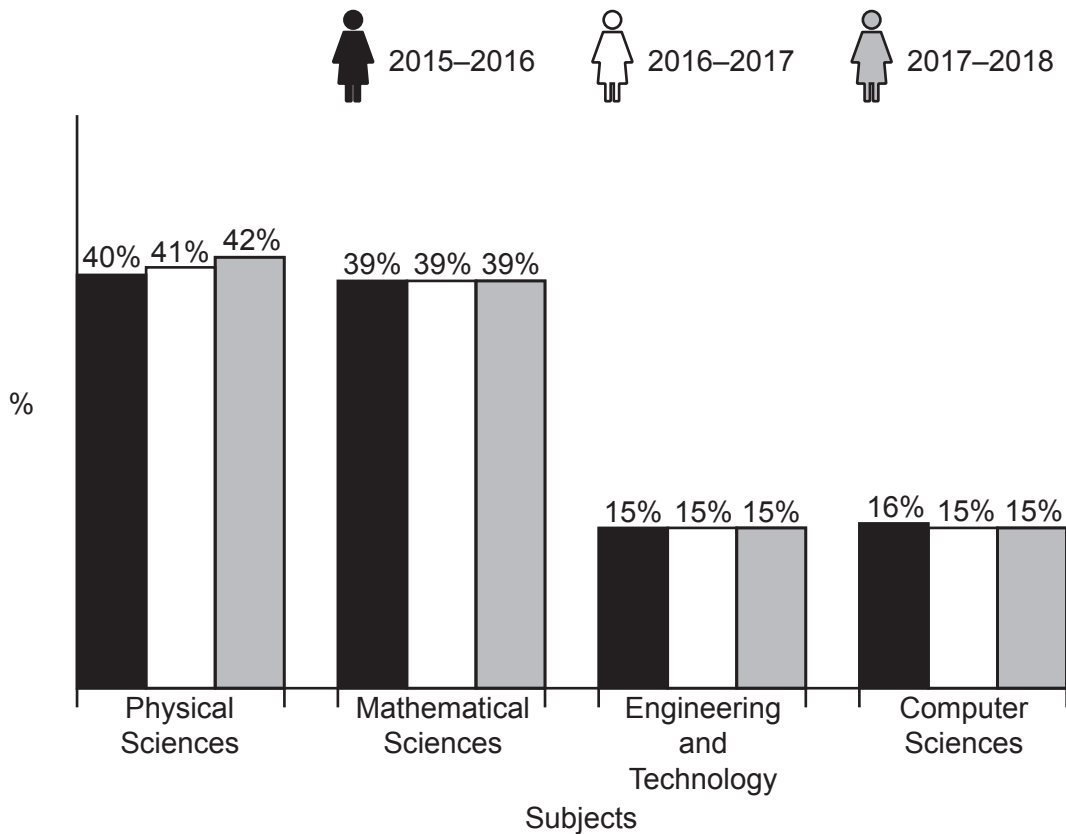
- Read each question carefully before you start your answer.

## SECTION A

Read the source material and answer **all** the questions.

## Source A

## Percentage of graduates in STEM subjects who are female



The statistics above show the percentage of graduates who were female from UK universities in STEM subjects (Science, Technology, Engineering and Mathematics). The figures were compiled for the website STEM Women from data provided by UCAS (Universities Central Admissions Service).

Adapted from: <https://www.stemwomen.co.uk/blog/2019/09/women-in-stem-percentages-of-women-in-stem-statistics>

**Source B****A longitudinal study of unemployment and earnings among different ethnic groups**

Li and Heath carried out a longitudinal study of the disadvantages faced by ethnic minorities in the UK in relation to unemployment and earnings. They used secondary quantitative data from the United Kingdom Longitudinal Household Study (UKLHS), a large scale survey carried out by the University of Essex. This collected data from the same sample of people, once a year for six years, between 2009 and 2015. People in the sample were classified into one of ten ethnic categories with sample sizes as follows:

41 656 White British  
 1 149 White Irish  
 2 382 White Other  
 1 328 Black Caribbean  
 1 947 Black African  
 2 551 Indian  
 2 220 Pakistani  
 1 433 Bangladeshi  
 329 Chinese  
 2 810 Other.

One area the study focused on was the extent of ethnic disadvantage in relation to unemployment. The data showed that most ethnic minority groups were more, and some much more, likely than white British to be unemployed. Thus while the overall unemployment rates for men and women across the six years were 10% and 8% respectively, nearly a quarter (24%) of black Caribbean men and over a quarter of Pakistani women (26%) were unemployed.

By using a longitudinal study, researchers could investigate how events in an individual's life affect them at later stages. They could also research how far ethnic minorities were likely to remain stuck in unemployment for long periods of time. During the research there was a recession in 2008–2010 during which unemployment rose for all ethnic groups. When the economic situation began to improve, white British unemployment rates began to fall, yet ethnic minority groups found their unemployment rates unchanged or even rising. This supports the findings of studies of earlier recessions in the mid-1980s and early 1990s, which showed that during those recessions, people of ethnic minority backgrounds, particularly black, Pakistani and Bangladeshi minorities, bore the brunt of recession, being the first to face job cuts and the last to find re-employment.

Adapted from: Yaojun Li and Anthony Heath (2018) 'Persisting disadvantages: a study of labour market dynamics of ethnic unemployment and earnings in the UK (2009–2015)' *Journal of Ethnic and Migration Studies*.

- 1 Summarise **two** conclusions which sociologists might reach about patterns and trends in women graduating in STEM subjects from the data shown in **Source A**. [4]
- 2 With reference to **Source B**, explain **two** reasons sociologists need to consider representativeness in a large-scale study of unemployment in Britain. [6]
- 3 With reference to **Source A**, explain **two** advantages of using quantitative data to study gender inequalities. [10]
- 4\* Using **Source B** and your wider sociological knowledge, explain and evaluate the use of longitudinal research for researching ethnic inequalities in relation to earnings and unemployment. [25]

## SECTION B

Answer **all** the questions.

- 5\* Outline ways that a person's age may affect their opportunities in work and employment. [20]
- 6\* Assess the view that Marx's theory of social class is still relevant for understanding class inequalities in the UK today. [40]

**END OF QUESTION PAPER**

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