

**Modified Enlarged 18pt**

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**

**Tuesday 23 May 2023 – Morning**

**AS Level Sociology**

**H180/02 Researching and understanding social  
inequalities**

**Time allowed: 1 hour 30 minutes  
plus your additional time allowance**

**YOU MUST HAVE:  
the OCR 12-page Answer Booklet**

**READ INSTRUCTIONS OVERLEAF**



## **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 75.**

**The marks for each question are shown in brackets [ ].**

**Quality of extended response will be assessed in questions marked with an asterisk (\*).**

## **ADVICE**

**Read each question carefully before you start your answer.**

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## **SECTION A**

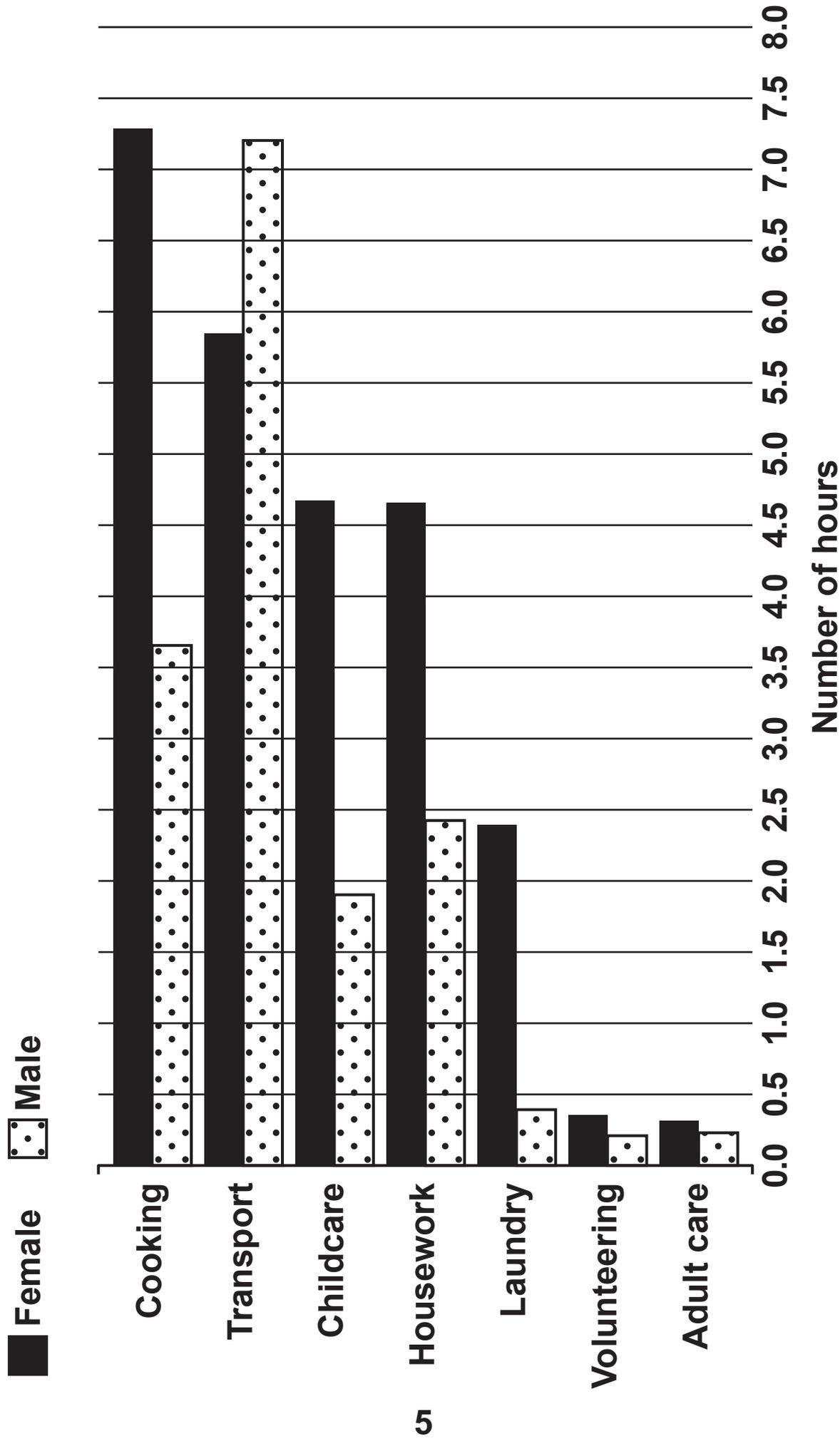
**Read the source material.**

### **SOURCE A (opposite)**

**Adapted from an ONS (Office for National Statistics) analysis of the UK Harmonised European Time Use Survey (HETUS), 2015**

**The Harmonised European Time Use Surveys are national surveys conducted in European countries to quantify how much time people spend on various activities, including paid work, household chores and family care (including transporting family members to places), personal care, voluntary work, social life, travel and leisure.**

Average hours of unpaid work done per week in each category for men and women, UK, 2015



Source: UK Harmonised European Time Use Survey (HETUS), 2015

## **SOURCE B**

### **A social survey of young people's attitudes towards going to university**

**In 2019 the market research company Ipsos MORI conducted a social survey on behalf of the Sutton Trust of schoolchildren aged 11–16 in schools across England and Wales in order to find out about their attitudes to university. The Sutton Trust is an educational research charity, which has been carrying out similar surveys since 2003.**

**Pupils were selected from a random sample of schools selected from Get Information About Schools (a database of schools maintained by the Department for Education). Altogether 2809 children were surveyed in structured interviews, these were completed online during school lessons. The researchers ensured that the sample was representative in terms of school year groups, gender and region to match the profile of schoolchildren across England and Wales.**

**The survey shows continuing social class, gender and ethnic differences in attitudes towards university.**

**Examples of the findings were as follows:**

**University was deemed less important for young people from the least affluent (or well-off) families (61% least affluent vs 67% in 'high affluence' (or wealthier) households).**

**University was deemed less important for white pupils (62% white vs 75% of young people from a BME background).**

**Young people from the least affluent families were concerned about finance and the cost of university (50% least affluent vs 32% in 'high affluence' households).**

**Females were more worried about finance and the cost of university (44% females vs 36% males).**

**The report concludes by recommending that the government should restore maintenance grants (these do not have to be repaid like student loans) which were abolished in 2016, in order to help less well-off students. It also recommended that the government should introduce a system of means-tested fees. These would judge who is from a low income background and allow them to not pay fees, whilst those who can afford to, will still pay them.**

**The Sutton Trust, 'University Aspirations 2019' (2019)**

- 1 Using data from SOURCE A, describe TWO conclusions that could be drawn about patterns of unpaid work performed by men and women in the UK in 2015. [4]**
  
- 2\* With reference to SOURCE B, explain why there might be advantages in repeating a social survey based on structured interviews every year. [9]**
  
- 3\* With reference to SOURCE A, explain why quantitative data might be useful to sociologists studying gender inequalities in the UK. [12]**
  
- 4\* Using SOURCE B and your wider sociological knowledge, explain and evaluate the use of structured interviews gathered online to investigate young people's attitudes towards going to university. [20]**

## **SECTION B**

- 5\* Outline TWO ways in which women in the UK have worse life chances than men. [10]**
- 6\* Assess the view that capitalism is the main cause of social inequality in the UK. [20]**

**END OF QUESTION PAPER**

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