

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**  
**Advanced GCE**

**SOCIOLOGY**

Social Inequality and Difference

**2539**

**REVISED SPECIMEN PAPER JUNE 2002 ONWARDS**

Additional materials:

16 page Answer Book

4 page continuation Answer Book

**TIME** 1 hour 30 minutes

**INSTRUCTIONS TO CANDIDATES**

- Write your name, Centre number and candidate number in the spaces provided on the answer book.
- Answer **one** question. Each question has **five** parts (a) to (e).
- Read the whole question paper carefully to make sure you know what you have to do before starting your answer.

**INFORMATION FOR CANDIDATES**

- The number of marks is given in brackets [ ] at the end of each part question.
- The total number of marks for this paper is **90**.
- You will be awarded marks for the quality of written communication where an answer requires a piece of extended writing.

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**This specimen paper consists of 5 printed pages and 3 blank pages.**

Answer **one** question. Each question has **five** parts.

*You will be assessed on your understanding of the connections between sociological thought and methods of enquiry as they apply to the study of social inequality and difference. You should therefore take every opportunity to include references to aspects of social inequality that you have studied throughout your course.*

- 1 Read the following data carefully and then answer parts (a) to (e).

### ITEM A

#### Ethnic Minorities in Britain: Diversity and Disadvantage

To treat all ethnic minorities as one group with shared life experiences and cultures is simply wrong. African Asians and Chinese are more likely than Whites to have an income over £500 per week and are less likely than the white population to be unemployed. However, the success of many ethnic minority groups is marked by contrast to the deprivation suffered by others. The Policy Studies Institute Report used data from a national survey which involved more than 8000 interviews. The results highlight that Bangladeshis and Pakistanis tend to be the poorest groups in Britain. They are more likely to be in poverty than pensioners or lone parents, with 4 out of 5 Bangladeshi and Pakistani households living below the poverty line.

When it comes to the very top jobs, the top 10 per cent, the evidence is that ethnic minority groups in general face a 'glass ceiling'.

Source: Adapted from PSI Report, *Ethnic Minorities in Britain: Diversity and Disadvantage* 1997

### ITEM B

#### Employment rates by ethnic group, gender and age, 1998-99

	<b>% Males</b> <i>All aged</i> <i>16-64</i>	<b>% Females</b> <i>All aged</i> <i>16-64</i>
White	85	74
Black Caribbean	81	72
Black African	77	59
Indian	80	62
Pakistani	71	30
Bangladeshi	68	19
Chinese	62	62
<b>All ethnic groups</b>	85	73

Source: Adapted from *Social Trends* 2000

- (a) Using **Item A**, identify **two** examples to show how some ethnic minorities are advantaged whilst others are disadvantaged. **[6]**
- (b) Using **Item B**, identify **two** ways in which the employment rates of Bangladeshi men and women differ from other ethnic groups. **[6]**
- (c) Identify and explain **two** advantages of conducting interviews to collect data on inequalities experienced by ethnic minorities. **[12]**
- (d) Using your wider sociological knowledge, outline the evidence that some ethnic minorities are disadvantaged more than others. **[22]**
- (e) Outline and assess sociological explanations of why some Black and Asian minorities are disadvantaged in the contemporary UK. **[44]**

**[Total: 90 marks]**

2 Read the following data carefully and then answer parts (a) to (e).

### ITEM A

#### Cherie calls for an end to inherent discrimination against working women

Delivering a lecture on European Labour Law, Cherie Blair criticised the long hours workplace culture and called on employers to help their employees, particularly women, strike a balance between work and family.

She said the lives of working women were made difficult and sometimes intolerable by the inherent discrimination in the working environment. One form of discrimination was the day to day struggle faced by women working rigid hours with inflexible leave patterns, long hours and intolerance of career breaks. The second, she said was 'loudly and clearly spelled out by the pay gap'.

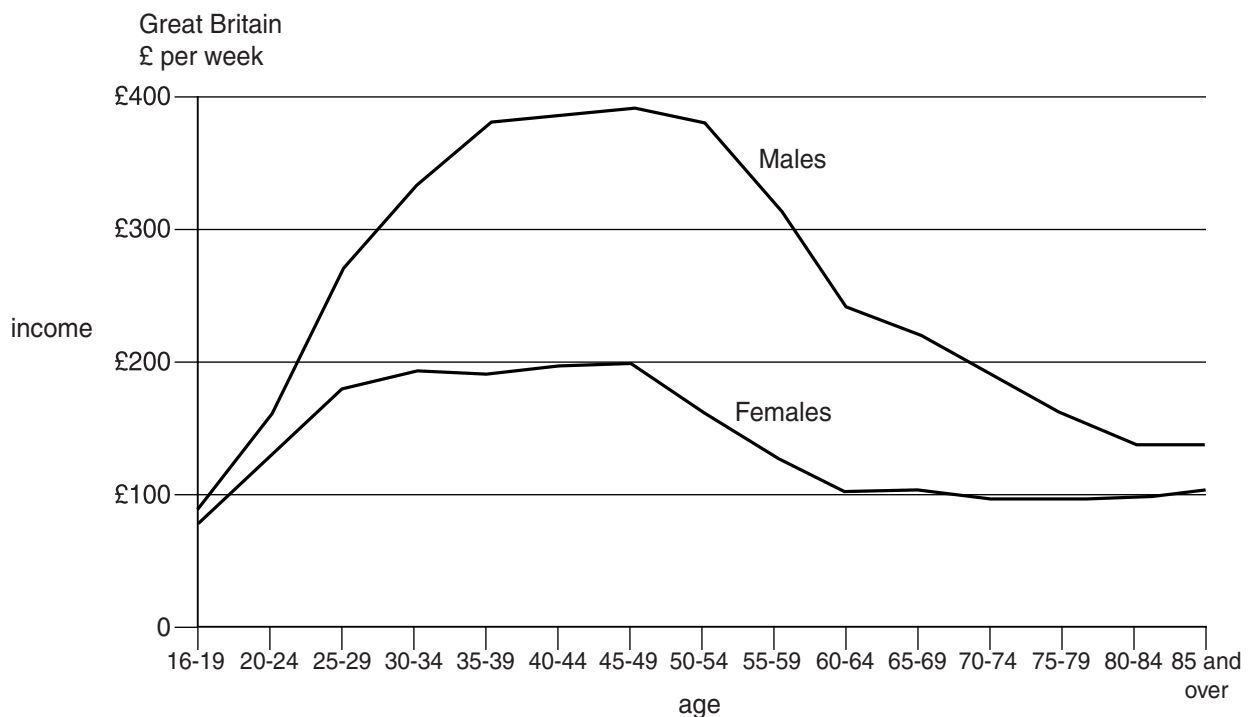
The success of the economy would depend on the skills that women excel at – project management, knowledge development, sharing, interpersonal skills and high standards of customer service.

Source: Adapted from *The Guardian*, 21 March 2000

### ITEM B

#### The Pay Gap

##### Average individual income: by gender and age, 1996-97



Source: *Women's Income Project*, Briefing Note from M. Jay, Minister for Women (1999)

- (a) Using **Item A**, identify **two** ways in which women are discriminated against in the workplace according to Cherie Blair. **[6]**
- (b) Using **Item B**, outline **two** trends in the pay gap between men and women. **[6]**
- (c) Identify and explain **two** reasons why sociologists might question the accuracy of the data shown in **Items A and B**. **[12]**
- (d) Using your wider sociological knowledge, outline the evidence, other than pay, for the discrimination against women. **[22]**
- (e) Outline and assess sociological explanations for workplace inequalities between men and women. **[44]**

**[Total: 90 marks]**









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**SOCIOLOGY**  
SOCIAL INEQUALITY AND DIFFERENCE

**2539**

REVISED SPECIMEN PAPER JUNE 2002 ONWARDS

MARK SCHEME

This unit assesses the ability of candidates to make connections between sociological thought and methods of enquiry as they apply to the study of social inequality and difference.

### GENERAL MARKING GUIDELINES

- This mark scheme should be used in conjunction with the A2 Assessment Matrix, which underpins all A2 mark schemes to ensure consistency of standard between A2 units. The matrix gives a general indication of the qualities examiners are seeking in A2 answers across the full range of achievement, in relation to the assessment objectives of the specification. The mark scheme for each unit gives more detailed guidance on the possible responses to each question.
- Marking must be positive. Candidates should **not** be penalised for errors or inaccuracies. Credit should be given where candidates take an unusual approach, not covered by the mark scheme, which is judged to be valid. The Assessment Matrix should be used to mark such answers. Please consult your Team Leader, if necessary, for further guidance.
- Marks for quality of written communication are embedded within the marks for Assessment Objective 1, Knowledge and Understanding, as required by the *Subject Criteria for Sociology (QCA, 1999)*. Answers to all questions should be written in continuous prose, and will be assessed according to clarity of expression and presentation, taking account of grammar, punctuation and spelling.
- Examiners are reminded it is good assessment practice to use the whole mark range in order to differentiate between candidates. Full marks should be awarded for responses which are the best that can be reasonably expected of an Advanced GCE candidate who has completed two years of study and is writing to time in examination conditions.

Candidates are assessed on their understanding of the connection between sociological thought and methods of enquiry as they apply to the study of social inequality and difference. They should, therefore, take every opportunity to include references to aspects of social inequality that they have studied throughout their course.

- 1 (a) Using Item A identify *two* examples to show how some ethnic minorities are advantaged whilst others are disadvantaged. [6]

AO2 (a) : *Interpretation and Analysis*

[4-6] Responses identify two clear examples contained within the Item that illustrate how some ethnic minorities are advantaged whilst others are disadvantaged. Full marks should be awarded to those answers that identify any two advantages or disadvantages in terms of:

- African, Asians and Chinese more likely to earn £500 per week than the white population as well as less likely to be unemployed than whites.
- Disadvantage could be illustrated by Bangladeshis and Pakistanis more likely to be in poverty than pensioners or lone parents as well as 4 out of 5 households living below the poverty line. If two of these examples are evident award full marks. If any one example is slightly unclear award 7. There may be tendency to allude to, rather than clearly identify, any one illustration.

At the bottom of the level, one of the examples may not be interpreted completely accurately.

[1-3] Answers either identify only one relevant point which is clearly illustrated using data from the table, or identify two examples, but do so without accurate interpretation of Item A. At the bottom of this level, responses may make little reference to the Item and include irrelevant material.

[0] No relevant points.

- (b) Using Item B, identify *two* ways in which the employment rates of Bangladeshi men and women differ from other ethnic groups. [6]

AO2 (a) : *Interpretation and Analysis*

[4-6] Answers identify two differences between the employment rates of Bangladeshi men and women and other groups:

- Lower rates than Whites, Black Caribbean, Black African, Indian and Pakistani for both men and women.
- Higher male rates than Chinese. Bangladeshi women have the lowest rates of all.

Two points must be stated in order to achieve full marks.

[1-3] Answers identify one of the points mentioned above and will probably do so using information taken directly from the Item. At the bottom of the level, answers may identify only one comparison and may lack clarity.

[0] No relevant points.

- (c) **Identify and explain two advantages of conducting interviews to collect data on inequalities experienced by ethnic minorities.** [12]

*AO2 (a) : Interpretation and Analysis*

**[10-12]** Answers identify two clear and distinct advantages of using interviews in this context. This may include issues of ethnicity and increased reliability in terms of standardising responses, increasing the clarity and interpretation of questioning, interviewers can control the conditions under which the questions are answered, the researcher witnesses the actual conditions of interviewees, interviewers can respond to issues regarding language, and interviewing secures higher response rates. Two advantages need to be identified and the explanation needs to be directed toward inequalities experienced by ethnic minorities.

**[7-9]** Answers in this band will be characterised by a less well-developed explanation of two advantages of conducting face to face interviews to collect data on inequalities faced by ethnic minorities. There may be a tendency to expand on one advantage at the expense of the other. There should be a clear reference to researching ethnic minority inequalities, but this may be in need of further clarification.

**[4-6]** Answers identify one advantage of face-to-face interviews. At the lower end of this level there will be no reference to the context of the research. Responses will be generalised.

**[1-3]** A limited range of issues will be raised in this band. One or two potentially relevant advantages may be referred to, and may be in need of further clarification. Responses may be brief or vague and only partially accurate.

**[0]** No relevant points.

- (d) Using your wider sociological knowledge, outline the evidence that some ethnic minorities are disadvantaged more than others. [22]

*AO1 : Knowledge and Understanding*

**[17-22]** This question allows answers to include wide ranging and detailed material drawn from across the specification to illustrate the disproportionate way in which disadvantage is experienced by some ethnic minorities. Potential evidence could be drawn from education and attainment, arrest rates and differential crime rates amongst ethnic minorities, issues in social policy, health as well as un/employment patterns, etc. At the top of this level answers should display a wide-ranging and detailed knowledge and understanding. This may be achieved by a detailed identification of evidence in one area, e.g. health with only brief references to evidence in other areas. Locate answers lower down this level according to the amount of detail offered. Answers should be balanced, logical and coherent and presented in a way which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[12-16]** Answers in this level will display a wide range or detailed knowledge and understanding of the ways in which some ethnic minorities are disadvantaged more than others. The range of evidence will be narrower than the level above or the amount of detail will be more general. However, answers should be reasonably well informed. More generalised responses should be located lower down this level. The candidate will present a balanced, logical and coherent response that addresses the question. There may be occasional errors of grammar, punctuation and spelling.

**[7-11]** Answers display a basic knowledge and understanding of the evidence relating to ethnic minority disadvantage. Evidence will be highly generalised. The range of evidence will be narrow. At the bottom of this level candidates may be heavily reliant on the items provided. The candidate will present material which has some elements of balance, coherence and/or logic and which partially addresses the question. There will be some errors of grammar, punctuation and spelling.

**[1-6]** Answers will display a limited knowledge and understanding of differences between ethnic minorities and their experience of disadvantage. Evidence will be based on common sense rather than sociological knowledge. There will be limited balance, coherence and/or logic. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0]** No relevant points.

- (e) **Outline and assess sociological explanations of why some Black and Asian minorities are disadvantaged in the contemporary UK.** [44]

*AO1 : Knowledge and Understanding*

**[16-20]** Responses display a wide-ranging and detailed knowledge of more than one theory of ethnic minority disadvantage. The likely explanations include neo-Marxist and/or neo-Weberian theories. This may include a knowledge and understanding of the black underclass thesis. Other explanations may include theories of racism/institutional racism. The level of detail and the depth of understanding should be the key indicators to locate at the top or bottom of this level. Answers should be balanced, logical and coherent and presented in a way which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[11-15]** Responses will display a wide-ranging or detailed knowledge and understanding of sociological explanations of Black and Asian disadvantage. The level of detail and the depth of understanding will require further development. The candidate will present a balanced, logical and coherent response which addresses the question. There may be occasional errors of grammar, punctuation and spelling.

**[6-10]** Answers will display a basic knowledge and understanding of sociological explanations of Black and Asian disadvantage. Answers in this level will display a generalised knowledge and partial understanding of sociological approaches. The candidate will display some elements of balance, coherence and logic. There may be some errors of grammar, punctuation and spelling.

**[1-5]** Answers will display limited knowledge and understanding of sociological explanations of Black and Asian disadvantage. At this level, answers will be based on common sense explanations. There will be limited balance, coherence and/or logic. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0]** No relevant points.

*AO2 (b) : Evaluation*

**[19-24]** Responses display an ability to make a balanced evaluation of theories of Black and Asian disadvantage based on available evidence. At this level, answers should develop a sustained evaluation of theories of Black and Asian disadvantage. This may be approached via contrasting theories in order to assess the adequacy of the reserve army thesis, a Black underclass or class factions, etc. Evaluation can take the form of empirical and/or theoretical criticism.

**[13-18]** Responses display the ability to make a balanced evaluation of some of the arguments and evidence surrounding theories identified above. However, at the top of the band evaluation is likely to be a list-like fashion of rehearsed points of evaluation rather than a sustained debate or discussion of a theory or theories. At the bottom of this level evaluation will be list-like, but there should be some discussion surrounding workplace inequalities.

**[7-12]** Responses show an ability to identify basic points of evaluation of one or more theories of Black and Asian disadvantage. This may take the form of raising one or two questions rather than engaging in any discussion. Evaluation may be implicit in a juxtaposition of theoretical approaches.

**[1-6]** The response will offer a simple understanding of one issue surrounding the disadvantage of some Black and Asian minorities.

**[0]** No relevant points.

**[Total = 90]**

- 2 (a) Using Item A, identify **two ways** in which women are discriminated against in the workplace, according to Cherie Blair. [6]

AO2 (a) : *Interpretation and Analysis*

**[4-6]** Responses identify two ways in which women are discriminated against in the workplace, according to the information given in Item A. Full marks should be allocated when answers clearly and explicitly identify two forms of discrimination and apply material drawn from Item A.

- Firstly, the discrimination that exists within the workplace: rigid hours, inflexible work patterns, long hours and intolerance of career breaks.
- Secondly, the discrimination in terms of pay.

Two ways must be identified in order to achieve full marks

**[1-3]** Answers in this band may only identify one way in which women are discriminated against using material from Item A. At the bottom of this level, the form of discrimination is not necessarily discernible from Item A.

**[0]** No relevant points.

- (b) Using Item B, outline **two trends** in the pay gap between men and women. [6]

AO2 (a) : *Interpretation and Analysis*

**[4-6]** Answers in this band should recognise any two trends from the following:

- Narrow at the start of the working age and widens dramatically at 25 - 54.
- The gap is at its maximum at 45 – 49, when earnings of men are twice that of women.
- The gap then narrows post 50 – 54

Two trends must be included to score full marks

**[1-3]** Answers in this band may identify and outline one trend or may simply indicate a possible change in the pay gap between men and women.

**[0]** No relevant points.

- (c) Identify and explain **two reasons why** sociologists might question the accuracy of the data shown in Items A and B. [12]

AO2 (a) : *Interpretation and Analysis*

**[10-12]** Answers should identify and explain two reasons surrounding the accuracy of the data in Items A and B. Responses may refer to the accuracy of newspaper sources as valid and or reliable sources of information. The selective reporting of a speech made by Cherie Blair may raise issues of subjectivity. Issues of representativeness may be relevant here. Some answers may recognise that the data has been adapted and may have been selectively interpreted. In terms of Item B, answers could include the validity and reliability of income statistics. Some candidates may acknowledge that the source is from a Government Minister and therefore raises issues of political bias and manipulation. Candidates do not have to include the above points to be included in this band but they



must identify and explain two reasons why sociologists might question the accuracy of the data. The distinguishing feature of responses in this band will be the quality and clarity of explanation.

**[7-9]** Answers will identify two issues of accuracy in both Items A and B. The level of explanation may need further development in order to be located within the band above. There will be fewer explicit references to issues of validity or reliability.

**[4-6]** Answers in this band will identify one or two issues in relation to the accuracy of the data in Items A and B. The explanation of two reasons for doubting the accuracy of the data in Items A and B may be more speculative, simplistic and in need of further elaboration and clarity.

**[1-3]** One point which raises an issue of accuracy will be identified with a limited attempt to explain how the data in either Item A or Item B may be inaccurate.

**[0]** No relevant points.

**(d) Using your wider sociological knowledge, outline the evidence, other than pay, for the discrimination against women. [22]**

*AO1 : Knowledge and Understanding, Communication and Presentation*

**[17-22]** This question offers an open invitation to select any area of sociology in order to outline the evidence for the discrimination against women. Answers should show wide-ranging and detailed knowledge and understanding of discrimination against women. This could be based on family life and focus on issues of domestic divisions of labour, violence against women, etc. Alternatively, answers could be based on social policy and welfare, health, education, crime or employment. The candidate may well take the opportunity to reference their Personal Study if appropriate. The hallmark of high level responses will be the level of detail and the depth of understanding. Answers should be balanced, logical and coherent and presented in a way which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[12-16]** Answers in this band will display a wide range or detailed knowledge and understanding of the evidence on the discrimination of women in any area of sociology. Locate answers within this band in accordance with the level of knowledge and depth of understanding. The candidate will present a balanced, logical and coherent response which addresses the question. There may be occasional errors of grammar, punctuation and spelling.

**[7-11]** Responses illustrate some basic issues of discrimination of women. Evidence will be based on common sense rather than sociological knowledge. There will be limited balance, coherence and/or logic. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[1-6]** One or two issues of discrimination against women may be addressed but the evidence will be generalised and partially accurate. There will be limited balance, coherence and/or logic. There may be some errors of grammar, punctuation and spelling.

**[0]** No relevant points.

- (e) **Outline and assess sociological explanations for workplace inequalities between men and women.** [44]

*AO1 : Knowledge and Understanding, Communication and Presentation*

**[16-20]** The candidate will show wide-ranging and detailed knowledge and understanding of sociological explanations for workplace inequalities based on gender. This could be selected from a range of theories, Marxist, Weberian, functionalist and/or feminist theories could be applied successfully. Other responses may focus on the Reserve Army thesis or dual labour market theory. If this approach is adopted candidates may locate such theories within a Marxist or Weberian perspective in order to display high level theoretical understanding. Responses may display breadth and/or depth by focusing on either a narrow or wider range of explanations of workplace inequality. Reward candidates when they draw on relevant knowledge and understanding from elements across the specifications AS and/or A. Answers should be balanced, logical and coherent and presented in a way which addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[11-15]** Answers in this band will display a wide range or detailed knowledge and understanding of explanations for workplace inequalities between men and women. Responses in this band may show a detailed knowledge of feminist theory in general without necessarily distinguishing the specific theory, (Marxist, Socialist, Radical, Liberal feminist). Answers may display breadth rather than depth. The level of knowledge and understanding may be in need of further development and/or less accurate than those in the band above. There may be some attempt to draw on potentially relevant material from elements across the specifications. The candidate will present a balanced, logical and coherent response that addresses the question. There may be occasional errors of grammar, punctuation and spelling.

**[6-10]** Responses will display basic knowledge and understanding of explanations of workplace inequality. The accuracy and detail of theories will be partial and there will be a tendency toward generalised explanations. Responses may make one or two points drawn from elements across the specifications. The argument will display some elements of balance, coherence and logic. There may be some errors of spelling, punctuation and grammar.

**[1-5]** Answers in this band will be characterised by limited knowledge and understanding of one or more explanations of gender inequalities in the workplace. Answers may rely almost entirely on the cues given in Item A and B. Attempts to draw on knowledge and understanding from elements across the specifications will be limited. There will be limited balance, coherence and/or logic. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0]** No relevant points.

*AO2 (b): Evaluation*

**[19-24]** Responses will show the ability to make a balanced evaluation of the arguments and evidence surrounding theories of workplace inequality. High level responses may be distinguished by their ability to present a strong case why theories explain or fail to explain inequalities between men and women in the workplace. 'Balance' does not necessarily refer to having to ritually examine strengths and weaknesses. Answers in this band and particularly at the top of this band should *engage* in debate and display an ability to follow and sustain lines of argument. Reward responses that draw connection between gender inequalities in general and workplace inequalities specifically.

**[13-18]** Answers will show an ability to evaluate some aspects of theories of inequalities in the workplace between men and women. At the top of this band will be the rehearsed forms of evaluation but they will be in need of further development in order to be located in the band above. At the bottom of this band the level of evaluation will be list-like, but there should be some discussion surrounding workplace inequalities. There may be some attempts to draw connections between theories of gender inequality in general and relate them to workplace inequalities specifically.

**[7-12]** Responses will display a basic evaluation of a few aspects of one or more theories of gender inequality in the workplace. The hallmark of answers located in this band is that they will be overwhelmingly descriptive rather than analytical but there should be more than one issue raised and commented upon. Attempts to draw connections between theories of gender inequalities in general will be limited.

**[1-6]** Responses will display a simple understanding of at least one theory of gender inequalities in the workplace. There should be one issue raised and explored.

**[0]** No relevant points.

**[Total = 90]**

## ASSESSMENT MATRIX A2

This assessment matrix underpins the marking schemes for units 2536, 2537, 2538 and 2539. This ensures consistency of standard between these units and clear progression from AS.

	<b>ASSESSMENT OBJECTIVE 1</b>	<b>ASSESSMENT OBJECTIVE 2</b>	
<b>Levels of achievement</b>	<b>Knowledge and Understanding (inc. Presentation and Communication)</b>		<b>Evaluation</b>
4	<p>The candidate will show wide-ranging and detailed knowledge and understanding of selected aspects of social life, and of the relevant concepts, theories and methods employed in sociology.</p> <p>The candidate will present material in a balanced, logical and coherent manner, and in a way which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.</p>	<p>The candidate will show the ability to select and analyse different types of data, to relate evidence to theory and apply such skills to data.</p>	<p>The candidate will show the ability to make a balanced evaluation of specific sociological arguments based on the available evidence, methods and explanations.</p>
3	<p>The candidate will display a wide range or detailed knowledge and understanding, or a balance of both, of selected aspects of social life and of the relevant sociological concepts, theories and methods.</p> <p>The candidate will present material in a balanced, logical and coherent manner which addresses the question. There may be occasional errors of grammar, punctuation and spelling.</p>	<p>The candidate will select from and analyse different types of data, and show some ability to relate evidence to theory.</p>	<p>The candidate will show the ability to make a balanced evaluation of some of the points to be derived from the available methods and evidence.</p>
2	<p>The candidate will display a basic range of knowledge and understanding of selected aspects of social life, and of relevant concepts, theories and methods.</p> <p>The candidate will present material which has some elements of balance, coherence and/or logic and which partially addresses the question. There may be some errors of grammar, punctuation and spelling.</p>	<p>The candidate will display some ability to interpret different types of data and evidence.</p>	<p>The candidate will show the ability to make a basic balanced evaluation of evidence and argument.</p>
1	<p>The candidate will display limited knowledge and understanding of at least one aspect of social life and/or one relevant concept, theory or method.</p> <p>The candidate will present material which will display some limited balance, coherence and/or logic. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>	<p>The candidate will display limited ability to deal with one or more type(s) of data.</p>	<p>The candidate will display a simple understanding of at least one issue involved in evaluation</p>