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# **GCE A LEVEL EXAMINERS' REPORTS**

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**SOCIOLOGY  
A LEVEL**

**SUMMER 2018**

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## **SOCIOLOGY**

### **GCE A LEVEL**

**Summer 2018**

#### **Component 1: Socialisation and Culture**

##### **General Comments**

The examining team was, on the whole, satisfied with the standards achieved in this series of examinations. Indeed, standards achieved by some candidates were exceptional and teachers and centres should be congratulated on the quality achieved.

The majority of candidates were able to demonstrate some knowledge and understanding of the topics covered. The very best answers demonstrated the higher order skills of analysis and evaluation most effectively.

There were however some very brief responses to essay questions and where this was the case it had a significant impact on the total mark for the paper.

There were also some persistent issues with question 1b and with the evidence questions which will be dealt with in this report.

When constructing discussions, the best candidates made good use of empirical evidence and contemporary debates. Many essays were well structured, logical and focussed. Centres are advised to remind candidates to take careful note of command words so that they respond appropriately in their answers. Where an assessment is required the answer should not be descriptive in tone.

The level of English was, on the whole, acceptable.

##### **Compulsory section A**

- Q1. a)** Most candidates were able to demonstrate some knowledge of the meaning of cultural diversity. However, a significant number were unsure and offered very generalised definitions with many relying heavily on the item for their answer. As a result, a significant number of candidates failed to score full marks for this question.
- Q1. b)** Centres are advised to take careful note of this report and of previous reports to ensure that candidates understand the requirements of this question. There were still quite a lot of centres where candidates focussed on what socialisation is rather than how it happens. There was a clear distinction between good answers which focussed on HOW norms and values are passed on from one generation to the next discussing processes such as imitation, sanctions, verbal appellations, and processes of social control and those answers which merely referred to agents of socialisation. The best answers were able to fully illustrate processes within two or more agents of primary and secondary socialisation and the ways that norms and values are passed from one generation to the next. Some candidates did not always talk about role models, sanctions and so on and relied on generic descriptions of what socialisation is. Candidates did not always use the item effectively to illustrate their answer and some made no reference to it at all. Similarly, candidates should note the specifics of these questions so that they avoid generic responses. For example, the question asked about passing norms and values from one generation to the next so it would have been wise for candidates to focus on family, education and perhaps religion rather than on peer groups or media. Full marks were not awarded unless answers addressed the specifics of the question.

## Section B

**Q2. a)** There were some excellent answers to this very accessible question. The best answers showed a sound knowledge and understanding of the reasons for increased family diversity with reference to changes in women's position, studies such as Sharpe, Wilkinson and Lambert as well as legal changes such as the Sex Discrimination Act, EU Law, Equal Pay act and welfare reform, divorce Law reform, secularisation, civil partnerships, medical advances, and changes in attitudes. With regard to the latter the best answers mentioned postmodernism and concepts such as individualism, relativism and/or choice. Studies such as Morgan and Stacey featured here. A few good answers referred to economic and demographic factors highlighting the emergence of boomerang children and the emergence of both beanpole families and the new extended family. Other family types included singlehood, lone parent families, gay families with children, reconstituted families and the neo conventional nuclear family (Chester).

Unfortunately, a significant number of candidates failed to offer evidence to support their reasons and neither did they explain what the evidence showed where evidence was used. Where candidates failed to access the higher mark bands it was often the result of their failure to explain the reasons offered. The best answers offered three or more reasons which were explained with some supporting sociological evidence and/ or examples. The most important message to centres is; use evidence to support the reasons offered. Candidates need to offer at least two or three reasons with supporting evidence to score highly in this question.

Weaker candidates offered largely anecdotal reasons rather than sociological ones. Some answers were either very lengthy or very brief; teachers would be wise to offer advice on timing so that candidates do not waste time on lower mark questions.

**Q2. b)** This was by far the more popular of the two options. Most recognised that the traditional nuclear family was the focus of the question i. e. the functionalist 'ideal' of instrumental and expressive roles. A significant number of responses however, merely discussed the nuclear family in general. This question was answered well by some candidates, perhaps because it appeared to be so accessible. However, there were a significant number of weak answers in which it was evident that candidates did not understand the task. The best answers accurately identified the view in the question and focussed on outlining, analysing and evaluating it. The work of Parsons and Murdock was well presented by most candidates. Better candidates were able to critically assess the 'warm bath theory' against feminist or Marxist criticisms such as those of Ansley or Zaretsky. Good answers included Functionalist, New Right arguments for the traditional nuclear family contrasted with the contrasting work of feminists, Marxists and radical psychiatrists. Better answers distinguished between feminist groups accurately and included positive views of the family proposed by Black feminists and the work of Catherine Hakim. Some answers used postmodern ideas to make both critical and affirmative points e.g. Beck, Stacey or more general points about choice and family diversity. However, candidates who wrote descriptive accounts of theories of family did not score highly in AO2 or AO3. Centres should be advised that a significant number of candidates were unable to construct effective lines of debate. There was often a distinct lack of evidence to support or reject an idea and as a result candidates failed to secure high level marks for either AO2 or AO3. Yet again a number of candidates seemed to struggle with high level analysis and evaluation and centres should be aware of the importance of these skills. Descriptive accounts of opposing theories do not allow candidates to achieve high marks for AO3. A significant number of candidates presented essays that were almost entirely one

- sided, arguing for the view in the question rather than evaluating it as the command words required.
- Q2. c)** This was essentially an evidence based essay though many candidates offered descriptive accounts of the possible reasons. Whilst it was entirely acceptable for candidates to present these suggested reasons success was measured by the effectiveness of their evaluation of these suggestions. Divorce Law reform was commonly referred to in answers, and many cited the advent of Legal Aid as a recent change or the right for women to petition for divorce as a feminist victory of the 1970s. Better answers referred accurately to the Acts of 1970 and more recent changes allowing divorce after 1 year. Changes in expectations of marriage, specifically, were commonly referred to and Giddens' concept of confluent love featured often. Feminist arguments around the domestic labour debate were well used in most cases and most candidates were able to provide detailed accounts of changes in women's economic position. Secularisation featured in some answers as well as declining marriage rates accounting also for recent falls in the divorce rate. Many responses to this question, however, failed to utilise contemporary research evidence; instead they relied on rather dated rehearsed material which was not as appropriate as it could have been. Many candidates failed to note the word "changes" which should have been the platform for their knowledge and discussion of change rather than merely why divorce rates increased.
- Q3. a)** There were some very good responses to this question and many candidates were very highly rewarded for their precise and detailed knowledge and understanding of the relationship between deviance and youth cultures. However, many candidates seemed to find it difficult to focus on the relationship between deviance and youth cultures other than through Cohen's work on moral panics. Even here more recent examples of moral panics and folk devils were rare. Some good answers did discuss anti school subcultures and made a distinction between males and females, citing concepts such as bedroom culture (MacRobbie) and status frustration. Some answers also included changes in female crime and deviance citing the work of Jackson on Ladettes. Marxist ideas of deviance as resistance did feature but there were frequent inaccuracies confusing different subcultures with each other and historical periods. A significant number of candidates who demonstrated very tentative knowledge and even less understanding, failed to access the higher mark bands. As with the Family option, some candidates cited reasons for the relationship but failed to explain them and this was reflected in their AO2 mark.
- Q3. b)** Generally, this section was reasonably well attempted and there were some very good answers. The question allowed students to utilise a wide range of knowledge and on the whole the quality of answers was good. Candidates choosing this question were mostly aware of the arguments proposed by Bennet, Thornton etc. Most answers provided a range of arguments in favour of the view. Decline of political motives, increased consumerism, globalisation, advances in media and communication. A few asserted the continuation of spectacular youth through Goths and Emos. The basis for spectacular youth in the past was illustrated; post war affluence, the fashion and music industry and the social construction of youth and some answers used Marxist subcultural theory to highlight the impact of economic change on working class youth.

Where students failed to score highly this was, unsurprisingly the result of weak higher order skills. Teachers are advised to focus on essay writing skills and in particular, the ability to demonstrate high level analysis and evaluation as this will enable students to access the highest marks. Some students were unsure of the meaning of spectacular youth cultures and others gave lengthy descriptive accounts of what key writers have said and when this was the case they may have been rewarded AO1 marks but would have failed to access high AO2 or AO3 marks.

- Q3. c)** This was also a popular question with most who answered it being able to identify the view as a functionalist one. Most then wrote descriptive accounts of functionalist ideas. Many were able to write descriptive accounts of alternative ideas but descriptive accounts of alternative ideas which meant that evaluation was by juxtaposition rather than by debate. As such, these answers were not able to score above the bottom of band 3 for AO3

## **Section C**

### **Education**

- Q4. a)** Surprisingly, many candidates confused material deprivation with cultural deprivation and despite there being an array of possible research studies on the subject, few were utilised effectively. Most candidates who did utilise evidence referred to the work of Smith and Noble, Flaherty for fear of debt and 21% reduction in applications from working class students. A number cited diet and impact on illness and/or concentration levels. Accurate statistics were cited in relation to FSM and A\*-C outcomes. A sizeable minority of responses referred to housing and cost in good school catchment areas. Despite there being no AO3 marks for this question many students cited cultural factors in contrast, wasting valuable time yet gaining no extra marks. Many answers were anecdotal in tone rather than evidence based and only the best addressed the influence of material deprivation on attainment. As with the (a) questions in Section B, appropriate use of evidence is the key to success.
- Q4. b)** This was a popular question and many candidates answered it well. However, many candidates failed to examine all of the functionalist ideas about the role of education. Many weaker respondents saw the word Functionalism and launched into a long needlessly illustrated account of the organic analogy. Most however referred to Durkheim, specialist skills and social solidarity as well as Parsons, education as a bridge and particularistic and universalistic roles. Davis and Moore on role allocation and meritocracy was contrasted with Bowles and Gintis and Althusser. There were ample opportunities for high level discussion of the notion of effective role allocation and meritocracy for example, but few exploited these opportunities to demonstrate detailed AO1, AO2 and AO3. Instead there were many descriptive accounts of some functionalist ideas. So here once more is the message to ensure that candidates understand the task and the success criteria.

- Q4. c)** This was a slightly less popular question. Some candidates engaged in a detailed discussion of labelling and in particular, the view that it has a negative influence on attainment. Most answers discussed the work of Becker, Rosenthal and Jacobsen, Keddie, Reay well in support of the view. The positive impact of labelling was less well discussed although some reference was made to Fuller and Mirza. However, few answers picked up that despite resistance, labelling still had a negative impact according to Mirzas research. Evaluation was often quite weak and by juxtaposition. The best answers presented alternative views demonstrating how, in some cases positive labelling can in fact have a positive influence. And even that negative labelling can have a positive influence. Most answers however, presented the case for labelling having a negative influence and so failed to take the opportunity to demonstrate high level AO3 skills.

## **Media**

- Q5. a)** This was a less popular option than education. However, there were some good responses. Studying the media offers the opportunity for contemporary examples and evidence but unfortunately most of the examples and/or evidence were very dated. Many candidates failed to take account of the word gender to mean men and women and focussed almost entirely on women. Nevertheless, those who had been well prepared presented some excellent answers.
- Q5. b)** This was an accessible question with a simple command. It allowed scope for detailed evaluation of the role of media professionals. Some candidates rose to the challenge and produced well-crafted skilful essays. However, some answers drifted into discussions about models of media effects, losing the focus of the task. Few examined newsworthiness, news values or gatekeeping, which might have been expected in even the more superficial responses. There were many generalised rather than detailed discussions of the relative value of Marxist and Pluralist theories. Evidence, when used effectively, offered a vehicle for commentary and evaluation and so was an important feature of the very best answers.
- Q5. c)** Many answers to this question presented one-sided accounts of how the media does lead to moral panics. There were opportunities here to consider the role of new media in either exacerbating or allaying panic. There was a significant divide in these responses between those who presented excellent assessments and those who failed to do so.

## **Religion**

- Q6. a)** Very few centres chose this option. However, those that did presented well-supported reasons and explanations.
- Q6. b)** This was the less popular of the two choices in the essay section. There were some very good answers that attempted to evaluate the view and come to a judgement based on the ideas and evidence presented. These essays scored highly in all three skill domains. At the other end of the scale, some essays were anecdotal and unsupported and as such did not score highly in any skill domain.

- Q6. c)** This essay was more popular and many candidates had been well prepared, both in terms of knowledge and skills. They were able to present a balanced debate focussed on the value of Marxist ideas of the role of education.

The Examination Team would like to thank centres for their efforts and hard work in preparing candidates for this examination. Exemplar material will be made available in the Autumn term.

## **SOCIOLOGY**

### **GCE A LEVEL**

**Summer 2018**

#### **Component 2: Methods of Sociological Enquiry**

This is the second year of the new A Level Eduqas Specification. There are two questions. The first has three parts. Candidates are required to answer both questions. Answers varied considerably from centre to centre in terms of how well prepared candidates are to tackle the demands of the questions.

**Q1. a)** When ethnography was correctly defined this question was on the whole well answered. However, it was clear that a large number of candidates had never heard of the term and referred to ethnicity or ethnocentrism with a significant minority thinking it meant a longitudinal study. Those candidates struggled to gain many/any marks. The best answers were able to give a clear definition (beyond copying the item), explain using terms such as validity, verstehen, rapport and talk about appropriate methods such as observations. Some candidates did not use the item and therefore lost AO2 marks. It is important to remind students not to simply copy the item but instead it should be used to show off additional knowledge. Some candidates referred to other research rather than focusing on the item as instructed in the question. This is not required and there are no marks available for doing so. Candidates should be advised not to do this.

**Q1. b)** The key to answering this question is to contextualise to the item and explain why the researchers in the item decided to use overt observations. Many students simply gave a definition of an overt observation and stated why observations are good and bad. They struggled to focus on the researcher in the item. The best answers were able to unpick their reason in detail for example by saying ethical reasons and then explaining which ethical issues were impacted e.g. gaining consent, avoiding danger, preventing harm, avoiding deception. The best answers could say why this was more appropriate than covert observations. Students often gave validity as their answer; this often lost marks due to the lack of explanation and application of why validity is linked to overt observations.

Again, some wasted valuable time referring to other research. This seemed to be on a centre/s basis. There is no need to make reference to other sociological studies and in fact candidates often did it to the detriment of using the item and/or developing the possible reason they had identified. A few candidates identified more than one possible weakness which usually meant both were undeveloped.

**Q1. c)** It is important candidates are made aware of the demands of this question as some students neglected to reference the item and others failed to refer to sociological studies. Again this seemed to be a centre issue. The best answers were able to define questionnaires, explain the different types (not just focussing on closed questions) and give a balance of strengths and weaknesses using methodological language. Weaker answers took a very common sense approach and failed to use terminology and were therefore not highly rewarded. Most candidates, for example, could highlight that questionnaires tend to have a low response rate but then many failed to talk about the methodological impact of this e.g. inability to generalise. Similarly, candidates would say that participants may lie but then failed to consider how this impacts validity. The best answers were able to show understanding of the terms that they used whereas weaker answers would use terms almost randomly without showing understanding. An example of this is when students say 'this lacks validity and reliability' which shows no understanding and rather disappointingly was a regular occurrence.

Some candidates wasted time by writing a lengthy introduction explaining what they were going to do and a conclusion that simply repeated what they had already said. This is a waste of valuable time and candidates should be advised to be more succinct.

**Q2.** Candidates are advised to spend approximately half of the time available on this question. It is worth half of the marks. The marks are allocated on the basis of 8 for AO1 that is for the research design, 10 for the way in which they justify their design and a further 12 for the issues the design raises, that is the impact of the research design on the quality of the research.

It is important that students contextualise to the group they have been asked to study as well as the topic, in this case elderly people and exercise. In some cases this was ignored and answers were rather generic and rehearsed. It is important to note that the research design needs to be realistic for an A Level student and the best answers highlighted this explicitly.

There are a number of key elements to a research design which candidates should be expected to address. These include:

#### 1. Type of data.

Most students started by stating what type of data they'd collect and the best answers would state what approach they'd follow e.g. positivist or interpretivist and justify their choice in relation to what they want to find e.g. social facts or meanings and motives. Some candidates failed to specify one approach and chose multiple methods which often led to confusion when applying key terms and justifying their overall aim.

#### 2. The operationalisation of the terms in the brief.

Most candidates operationalised terms such as 'elderly' and 'regularly' with weaker candidates used 'measure' instead of explicitly referring to operationalisation. The operationalisation of the terms is crucial to research and candidates should be advised to think carefully about this e.g. some saw elderly as people aged over 40! The best answers were able to explain why operationalising is important e.g. to reduce ambiguities but many failed to do this.

## 2. The sampling technique to be used.

Some candidates overcomplicated this by using more than one sampling method. The best answers were able to state their sampling method and be specific in terms of numbers/location and then identify strengths and weaknesses with their choice. Some were inappropriate e.g. using data from GP surgeries.

## 3. The research method.

Some candidates used two or even three methods and thereby spent a long time describing each one. Candidates should be advised that they would find it generally easier if they chose one method and then justified it in relation to the type of data the method would enable them to collect and then used the key methodological concepts to consider the impact this would have on the quality of the research. Weaker candidates often used all the concepts in one sentence demonstrating their lack of knowledge and understanding e.g. 'valid and reliable'.

## 4. Ethics.

The majority of candidates did address ethics though some more cursorily than others. Some answers went through the motions and were rehearsed and therefore not appropriate to the method e.g. talking about deception for a questionnaire.

## 5. Practical issues.

Most candidates addressed practical issues of time and money. For the most part candidates referred to the fact that they were limited in their time and money due to being A Level students. Those who used pilot studies effectively were able to contextualise to elderly people e.g. thinking about font size of their questionnaire others mentioned pilot studies in a generic way.

## 6. Key concepts.

Apart from the points above candidates must be advised that they should know and understand the meaning of the key concepts and understand that it demonstrates a lack of understanding when they, for example, use validity and reliability in the same sentence as if they were somehow interchangeable.

As with question 1C, students wasted time repeating themselves in a long winded conclusion and should avoid this. Overall, some students had given the task considerable thought and really thought about the group they'd been asked to study while effectively talking about the methodological impact of their choices. These answers were highly rewarded.

## **SOCIOLOGY**

### **GCE A LEVEL**

**Summer 2018**

#### **Component 3: Power and Stratification**

This was the second year of the A Level Eduqas Specification. The standard of preparation for the paper was on the whole very good. The paper appeared to be accessible to most candidates and there were few rubric errors. For the most part candidates allocated their time according to the marks available for each question although some spent rather too long on 1a and 2a the latter if they chose the crime and deviance option to the detriment of their last 40 mark question.

There is a compulsory section and then a choice of from four options. As with last year Option 1 Crime and Deviance was by far the most popular. The least popular option was Health and Disability.

#### **Section A**

**Q1. (a)** This question required candidates to identify two areas of social life and provide evidence of social inequalities. Most candidates did identify two areas. Education, work, health and politics were the most commonly chosen areas. A significant number of candidates did not understand what was meant by a social area.

The question asks for evidence of social inequalities which could be in the form of research by a named sociologist, a relevant report and/or appropriately cited statistical data. A generalised statement such as 'statistics show' without any citation would not enable a candidate to go above basic. Similarly long evaluation could not be rewarded as there are no AO3 marks available for this question. The best candidates supplied several pieces of evidence for each area and were rewarded appropriately but a significant number did not distinguish between an inequality and a difference this was particularly the case when citing statistics. For example many thought if they cited GCSE/GCE results of males/females and/or different ethnic groups that that was an inequality in itself. The statistics were only useful if they were cited in the context of an inequality for example treatment of different ethnic groups by teachers.

See mark scheme for suggestions of evidence in a number of areas

**Q1. (b)** This question asked candidates to evaluate feminist explanations of social inequality. Candidates must be advised that if a question asks them to evaluate a theory or theories then they must do that. The best candidates evaluated feminist explanations such as liberal feminism, Marxist feminism, radical feminism and difference feminism and were able to evaluate these against each other as well as using functionalism and postmodernism. On the other hand some candidates thought all they needed to do was an extension of the answer they had written in 1(a). Those that did that had clearly misread the question and were not able to access the higher mark bands. Centres might want to use the mark schemes for question 1(a) and 1(b) as a class exercise in terms of the different types of questions.

- Q1. (c)** Candidates had a tendency to ignore the word main in this question and consequently could not access mark band 4. Some tackled it as a theoretical question in relation to Marxism, Weberianism, feminisms, functionalism and the new right whilst others tackled it in a more empirical way. Both were acceptable and those who accessed the top mark bands were those who supported their arguments/claims with relevant sociological evidence/names. Long descriptions of theories or research could achieve the top mark band for AO1 but not for AO2 or AO3. Candidates should be advised that the longer essays on this paper require a discursive response

## **Section B**

### **Option 1 Crime and Deviance.**

- Q2. (a)** Candidates were clearly engaged by this question and many had been well prepared for questions of this nature. Candidates who were able to identify sociological evidence to support the view that delinquent subcultures are usually working class sociologists using the work of sociologists such as Cohen, Cloward and Ohlin, Cohen, Miller, Hall and others were able to access the top mark bands.  
Those candidates who discussed middle class subcultures or who spent time otherwise evaluating the view were using valuable time on material that could not be awarded marks since evaluation is not required on this question. It is important that candidates are taught to read the question carefully and the demands of the question and have access to mark schemes from previous sessions in order to enable them to understand these demands. This tended to be a centre issue.
- Q2. (b)** Many candidates had detailed and wide ranging knowledge and understanding of Marxist explanations of crime and deviance and were able to evaluate them. Where evaluation was juxtaposed however they could not access the higher mark bands for AO3. Some candidates wrote a generalised answer citing no sociological evidence or names. Those who did that could only access mark bands one or at the most two. Some candidates who did cite evidence left the examiner to do the work of making the connections to the argument the candidate was trying to make. In order to access the higher mark bands for AO2 candidates needed to do something with the knowledge they had. A simple, "...this means that..." would be a useful start.
- Q3. (c)** Candidates who chose this question often lost focus and spent time writing about labelling in education without making any connections to crime and deviance. Centres are referred to the mark scheme which could be used with students who have been set this question for a class/homework task. There was a tendency by some candidates to juxtapose theories in their answers although this tended to be a centre issue.

## **Option 2**

### **Health and Disability**

Very few candidates chose this option.

- Q3. (a)** The candidates who had done this option were able to explain sociological evidence to support the view that cultural factors have a major influence on health and illness.

Candidates who did this option had a good understanding of what is meant by evaluating a theory as in 3(b) or assessing a view as in 3(c).

- Q3. (b)** Those who chose this question were able to evaluate the social model of disability using the medical model. Details of evidence that could have been used are in the published mark scheme.
- Q3. (c)** There is a wide range of relevant material available in relation to gender and health and some of that was used by candidates who selected this question. As mentioned in the report on the other options these 40 mark questions require candidates to produce a discursive response with appropriate evidence to support the claims they make.

### **Option3 Power and Politics**

As with option 3 there were not many candidates who chose to do this option.

- Q4. (a)** Candidates were able to explain sociological evidence for why voting is no longer class based. Apart from explaining evidence with regards to class de-alignment evidence was also identified and explained with regards to age related voting. Some appropriate contemporary examples were used. There are no marks available for evaluation and therefore candidates should be advised that they will be wasting valuable time if they do so.
- Q4. (b)** There was no evidence that any candidates chose this question.
- Q4. (c)** The question clearly asked candidates to assess the view that power in society is held by elites. Some candidates focussed on one view of elites only ignoring all others. This was a clear example of a failure to read the specifics of the question. Candidates who assessed classical elite theory, conflict elite theory, power elite and cited relevant and accurate evidence were able to access the higher mark bands.  
As mentioned in the report on these 40 mark questions in other options candidates should be advised that the longer essays on this paper require a discursive response with appropriate evidence to support the claims they make.

### **Option 4 World Sociology**

- Q5. (a)** There was evidence that some candidates had a detailed knowledge and understanding of why women in developing countries lack status and power. The best candidates distinguished between status and power and were able to support their arguments as to why women do lack status and power with appropriate evidence from a range of sociologists.  
Few candidates wasted time on evaluating the view. There are no AO3 marks available on this compulsory question.
- Q5. (b)** This was the least popular question between 5(b) and 5(c).  
Some candidates simply wrote an answer as if it was a question on dependency and whilst there is a clear relationship between Marxism and dependency nevertheless candidates should read the question carefully. Some candidates did that and made the links and were consequently rewarded appropriately.

**Q5. (c)** This question was the most popular and there were some outstanding answers. Candidates were familiar with the positive and negative impact of urbanisation and even weaker candidates who were unable to support their arguments with sociological evidence knew what the arguments were. Candidates were able to make reference to relevant examples from a range of countries without becoming anecdotal and many were familiar with political and social debate relevant to urbanisation.

In summary it is vital that candidates read questions carefully and focus on the specifics of the question. In particular section A is concerned with social inequalities and the first question in that section is asking for evidence of inequalities not long explanations, anecdotes or evaluation.

The compulsory (a) questions worth 20 marks on the options do not require candidates to evaluate but the 40 mark essay questions do. Evaluation should permeate the essays rather than be juxtaposed or tacked on at the end.



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