

**GCE**

**Sociology**

Unit **G180/02**: Researching and understanding social inequalities

Advanced Subsidiary GCE

**Mark Scheme for June 2017**

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## Annotations

Annotation	Meaning
<b>KU</b>	Knowledge and Understanding: studies, theories, policies, methods
<b>CON</b>	Sociological evidence / concepts/theory
<b>DEV</b>	Developed Point: fully explained in a relevant way
<b>^</b>	Underdeveloped: Q 3 onwards: Partially explained, but requiring more depth
<b>APP</b>	Application/Interpretation. On Q1 Conclusion stated. On questions 2, 3 and 4: clear reference to source Q6 application of point shown.
<b>L</b>	Lip service: Q2, 3 and 4 only
<b>EVAL</b>	Evaluation Q 4 ONLY for weaknesses of the method Q 6 for any evaluative point.
<b>J</b>	Q4 only : strength of the method Q6 only: Juxtaposition of theories/ideas without direct evaluation/analysis
<b>U</b>	Unsubstantiated/ undeveloped/ implicit: accurate without explanation/ support
<b>?</b>	Unclear/confused/lacks sense not creditable
<b>IRRL</b>	Irrelevant: not related to the topic area and/or non-sociological
<b>REP</b>	Repetition
<b>⋮</b>	Not clearly focused on question set: tangential – sociological but not directly relevant

## Section A

Question	Answer	Marks	Guidance
1	<p><b>Summarise TWO changes in attitudes to mothers' employment shown in Source A.</b></p> <p><b>AO2 Application</b>  <b>Level 4: 4 marks</b>            Excellent ability to interpret the data in Source A and can identify two changes in attitudes. Responses will use comparative language and include precise reference to the data.</p> <p><b>Level 3: 3 marks</b>            Good ability to interpret the data in Source A. Responses will identify two changes in attitudes although the description of the changes may be less precise.</p> <p><b>Level 2: 2 marks</b>            Basic ability to interpret the data in Source A. Typically, responses will be partial, for example only one change may be described and the response may be confused.</p> <p><b>Level 1: 1 mark</b>            Limited ability to interpret the data in Source A. Typically only one statement is made or application may be poorly expressed.</p> <p><b>0 marks</b>            No relevant application.</p>	4	<p>Responses may include the following:</p> <ul style="list-style-type: none"> <li>• Increase in support for mothers working since 1989 with biggest increase since 2002.</li> <li>• Increase in support for women working part-time before all children have started school but decrease in support for women working part-time when the youngest child has started school.</li> <li>• A decline in support for women staying at home but more support for this when there is a child under school age.</li> </ul> <p>Any other reasonable response should be rewarded but to achieve Level 3 or above the candidate should summarise a <u>change of attitude</u> rather than simply reading off data.</p>

Question	Answer	Marks	Guidance
2	<p data-bbox="331 268 1151 395"><b>With reference to Source B, explain why sociologists may include direct quotations from the people they have studied when presenting the results of qualitative research.</b></p> <p data-bbox="331 427 837 491"><b>AO1 Knowledge and Understanding</b> <b>Level 3: 5–6 marks</b> Candidates display an excellent and wide-ranging knowledge and understanding of why sociologists may include direct quotations. Responses will include sociological concepts in their explanations. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p data-bbox="331 730 1151 994"><b>Level 2: 3–4 marks</b> Candidates will display good knowledge and understanding of why sociologists may include direct quotations but the response will be underdeveloped or the response may be detailed but narrow. Some concept(s) may be implicit. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p data-bbox="331 1026 1151 1329"><b>Level 1: 1–2 marks</b> Candidates will display basic knowledge and understanding of why sociologists may include direct quotations. At the top of the band, responses will be accurate but narrow. At the bottom of the band, responses may be partial and confused/or all concepts will be implicit. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p data-bbox="331 1361 965 1423"><b>0 marks</b> - No relevant sociological knowledge or understanding.</p>	9	<p data-bbox="1310 268 1805 300">Responses may include the following:</p> <ul data-bbox="1310 308 1951 611" style="list-style-type: none"> <li>• Validity, less likely to distort meaning.</li> <li>• To convey the ‘voice’ of the subject, e.g. use of dialect, exact wording</li> <li>• Interpretivist arguments e.g. need to understand meanings.</li> <li>• Preference for qualitative data, e.g. greater depth and richness</li> <li>• To identify common themes in the quotations.</li> <li>• Any other reasonable point.</li> </ul>

		<p><b>A02 Application</b></p> <p><b>Level 3: 3 marks</b> Candidates will make explicit reference to the use of direct quotations in Source B.</p> <p><b>Level 2: 2 marks</b> Candidates will make partial reference to the use of direct quotations in Source B.</p> <p><b>Level 1: 1 mark</b> The response will be generalised and partial. Typically reference made to the source may be lip service only.</p> <p><b>0 marks</b> No relevant application.</p>		
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Question	Answer	Marks	Guidance
3	<p data-bbox="331 268 1099 395"><b>With reference to Source A and any other evidence, explain how sociologists might try to select a representative sample in order to carry out a survey of social attitudes.</b></p> <p data-bbox="331 435 831 499"><b>AO1 Knowledge and understanding</b> <b>Level 4: 7–8 marks</b> Candidates display an excellent knowledge and understanding of how sociologists might try to select a representative sample. The response will be accurate and detailed and include a range of knowledge in the form of concepts and theory. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p data-bbox="331 775 1149 1010"><b>Level 3: 5–6 marks</b> Candidates display good knowledge and understanding. There will be range <b>or</b> depth. There will be some concepts/theory but typically it may be underdeveloped and superficial. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p data-bbox="331 1046 1144 1246"><b>Level 2: 3–4 marks</b> Candidates display basic knowledge and understanding which will be lacking range and depth. Typically answers will be undeveloped, unsubstantiated, partial and confused. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p data-bbox="331 1283 1126 1414"><b>Level 1: 1–2 marks</b> Candidates display limited knowledge and understanding. Typically, there may only be vague representations of topic area and a tendency towards common sense, or very narrow</p>	12	<p data-bbox="1305 268 1805 300">Responses may include the following:</p> <ul data-bbox="1305 304 1957 611" style="list-style-type: none"> <li>• Need for representativeness e.g. coverage of different groups (age, gender, ethnicity, social class, locality) and national coverage.</li> <li>• Possible use of sampling frame(s)</li> <li>• Significance of sample size.</li> <li>• Use of one of more sampling methods e.g. random, quota, stratified sampling.</li> <li>• Ability to make generalisations from representative samples.</li> </ul> <p data-bbox="1305 651 1939 715">Better answers are likely to make use of sociological concepts and technical terminology.</p> <p data-bbox="1305 754 1957 954">Candidates should be rewarded for application when they link points to Source A, for example reference to research on attitudes and need to represent different groups who may have different attitudes, large size of BSA sample enabling wider representation.</p>

		<p>response. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p><b>0 marks</b> No relevant sociological knowledge or understanding.</p> <p><b>AO2 Application</b> <b>Level 4: 4 marks</b> Candidates display an excellent ability to apply Source A to this question, focusing specifically on carrying out a survey of social attitudes.</p> <p><b>Level 3: 3 marks</b> Candidates display good ability to apply Source A to the question.</p> <p><b>Level 2: 2 marks</b> Candidates display basic ability to apply Source A to the question.</p> <p><b>Level 1: 1 mark</b> Candidates display limited ability to apply Source A to the question.</p> <p><b>0 marks</b> No relevant application.</p>		
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Question	Answer	Marks	Guidance
4	<p data-bbox="331 268 1155 435"><b>Using Source B and your wider sociological knowledge, explain and evaluate the use of a combination of interviews and participant observation for researching the experience of men who have undergone upward social mobility.</b></p> <p data-bbox="331 475 831 507"><b>AO1 Knowledge and understanding</b></p> <p data-bbox="331 507 595 539"><b>Level 3: 5–6 marks</b></p> <p data-bbox="331 539 1149 675">Candidates display an excellent knowledge and understanding of both interviews and participant observation. There will be explicit and frequent use of sociological concepts and theory. To achieve top of the level, theory is needed.</p> <p data-bbox="331 675 1133 770">There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p data-bbox="331 810 595 842"><b>Level 2: 3–4 marks</b></p> <p data-bbox="331 842 1137 1050">Candidates will display good knowledge and understanding of the use of interviews and/or participant observation. There will be some use of sociological concepts/theory but it may be underdeveloped. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p data-bbox="331 1090 595 1121"><b>Level 1: 1–2 marks</b></p> <p data-bbox="331 1121 1144 1321">Candidates show a basic knowledge and understanding of the use of interviews and/or participant observation. The response may be partial and confused. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p data-bbox="331 1361 450 1393"><b>0 marks</b></p> <p data-bbox="331 1393 1025 1425">No relevant sociological knowledge or understanding.</p>	20	<p data-bbox="1305 268 1957 371">The best responses will be more conceptual and theoretical for example referring to concepts such as:</p> <ul data-bbox="1305 371 1619 619" style="list-style-type: none"> <li>• Positivism</li> <li>• Interpretivism</li> <li>• Validity</li> <li>• Reliability</li> <li>• Representativeness</li> <li>• Generalisability</li> <li>• Ethics</li> </ul> <p data-bbox="1305 659 1957 930">In application candidates should link points to the context of the source material to support evaluation points, for example pointing to the study focusing on only 7 men all from the same town so lacking representativeness or pointing out how the researcher's similar background to the subjects helped create rapport and produced greater validity.</p> <p data-bbox="1305 962 1957 1026">In evaluation responses may include the following positive points:</p> <ul data-bbox="1305 1026 1957 1417" style="list-style-type: none"> <li>• Interviews and participant observation produce mainly qualitative data.</li> <li>• Preferred by Interpretivists</li> <li>• High in validity e.g. subjects viewed in naturalistic settings, use of subjects own words as data.</li> <li>• Better rapport with subjects.</li> <li>• Ethical advantages e.g. greater equality between researcher and researched</li> <li>• Practical advantages e.g. interviews may help gain access for observation.</li> </ul>



		<p>underdeveloped.</p> <p><b>Level 2: 3–4 marks</b> Candidates display a basic ability to analyse and evaluate the use of interviews and participant observation. There will be a lack of range of evaluative points and responses are likely to be partial, confused and undeveloped. Alternatively, the evaluation will be all one-sided, for example only focusing on the strengths of the method and not the weaknesses.</p> <p><b>Level 1: 1–2 marks</b> Candidates display a limited ability to analyse and evaluate the use of interviews and participant observation. Typically, the response will be minimal relying on only one idea, assertive, and/or tangential to the question.</p> <p><b>0 marks</b> No relevant analysis or evaluation.</p>		
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## Section B

Question	Answer	Marks	Guidance
5	<p data-bbox="331 325 1122 421"><b>Describe two ways in which social class inequalities can be seen in patterns or trends in relation to work and employment.</b></p> <p data-bbox="331 459 831 523"><b>AO1 Knowledge and understanding</b> <b>Level 4: 8–10 marks</b></p> <p data-bbox="331 528 1144 927">Candidates display a wide-ranging and excellent knowledge and understanding of two ways in which social class inequalities can be seen in patterns or trends in relation to work and employment. There will be explicit and frequent use of sociological concepts and evidence. At the top of this level the candidate will use a wide range of relevant concepts and evidence in a detailed, accurate and explicit manner for both ways. At the bottom of the level the use of concepts will still be wide-ranging and detailed but will be underdeveloped for one way. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p data-bbox="331 965 595 997"><b>Level 3: 5–7 marks</b></p> <p data-bbox="331 1002 1137 1401">Candidates will display good knowledge and understanding of two ways in which social class inequalities can be seen in patterns or trends in relation to work and employment. Responses will be wide-ranging or detailed. There will be some use of sociological concepts/ evidence for each way. At the top of the level candidates will use relevant concepts in an explicit way; but they may well be undeveloped. At the bottom of the level concepts may be underdeveloped and some may be implicit. One way with depth and detail can reach the bottom of this band. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>	10	<p data-bbox="1310 325 1800 357">Responses may include the following:</p> <ul data-bbox="1310 362 1944 772" style="list-style-type: none"> <li data-bbox="1310 362 1599 394">• Inequalities in pay.</li> <li data-bbox="1310 399 1944 494">• Other financial rewards from employment eg bonuses, occupational pensions, paid holidays and other perks.</li> <li data-bbox="1310 499 1630 531">• Inequalities of status.</li> <li data-bbox="1310 536 1787 568">• Inequalities of power and control.</li> <li data-bbox="1310 572 1906 638">• Opportunities for advancement, promotion and career development.</li> <li data-bbox="1310 643 1944 708">• Class inequalities in job satisfaction/ levels of alienation.</li> <li data-bbox="1310 713 1890 772">• Inequalities in job security, risks of redundancy and levels of unemployment.</li> </ul> <p data-bbox="1310 810 1944 979">Candidates may discuss either patterns (eg evidence of inequalities between different groups of workers) or trends (eg the widening of inequalities between groups of workers over time).</p> <p data-bbox="1310 1018 1944 1150">The best answers are likely to include supportive evidence such as statistics from ONS or other surveys or studies of specific aspects of workplace inequality.</p>

		<p><b>Level 2: 3–4 marks</b> Candidates display basic knowledge and understanding of social class inequalities of one or two areas. Responses will be lacking range and depth. Typically responses will be undeveloped/unsubstantiated/partial, confused. There may be an over-reliance on contemporary examples rather than concepts and studies. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p><b>Level 1: 1–2 marks</b> Candidates display a limited knowledge and understanding. At the top of the level, knowledge will be very narrow, but will have some coherence. Responses may be very generalised. At the bottom of the level, they will be very limited and may be confused in places. The information is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p><b>0 marks</b> No relevant sociological knowledge or understanding.</p>		
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Question	Answer	Marks	Guidance
6	<p data-bbox="331 268 1151 331"><b>Evaluate the view that women have now achieved equality with men in UK society.</b></p> <p data-bbox="331 368 837 400"><b>AO1 Knowledge and Understanding</b></p> <p data-bbox="331 405 600 437"><b>Level 3: 5–6 marks</b></p> <p data-bbox="331 442 1151 671">Candidates display an excellent knowledge and understanding of the view that women have now achieved equality with men in UK society and associated debates. There will be explicit and frequent use of theories, concepts and studies relevant to the view. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated with some range and depth.</p> <p data-bbox="331 708 600 740"><b>Level 2: 3–4 marks</b></p> <p data-bbox="331 745 1151 975">Candidates display a good knowledge of the view and associated debates. There will be a range of theories, concepts and/or studies relevant to the view but treated in less depth than Level 3 or a narrower range treated in more depth. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p data-bbox="331 1011 600 1043"><b>Level 1: 1–2 marks</b></p> <p data-bbox="331 1048 1151 1246">Candidates display a basic knowledge and understanding of the view. Knowledge is likely to be undeveloped, partial or confused. Lacking range and depth. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p data-bbox="331 1283 450 1315"><b>0 marks</b></p> <p data-bbox="331 1319 1032 1351">No relevant sociological knowledge or understanding.</p>	20	<p data-bbox="1310 268 1928 331">Candidates may focus on a wide range of areas of UK society including:</p> <ul data-bbox="1310 336 1823 544" style="list-style-type: none"> <li>• Employment and the labour market.</li> <li>• Income, wealth and poverty.</li> <li>• Life chances and social mobility</li> <li>• Education</li> <li>• Health</li> <li>• Family life</li> </ul> <p data-bbox="1310 580 1921 644">In support of the view candidates may consider the following:</p> <ul data-bbox="1310 649 1944 1176" style="list-style-type: none"> <li>• Functionalist approaches</li> <li>• New Right approaches</li> <li>• Liberal feminism</li> <li>• Postmodernism</li> <li>• Preference theory (Hakim)</li> <li>• The impact of different waves of feminism</li> <li>• The role of legislation and bodies such as the EHRC.</li> <li>• Women’s progress in the labour market e.g. narrowing of pay gap, women in top jobs.</li> <li>• Differences between different groups of women in terms of equality e.g. by class and ethnicity.</li> <li>• Evidence that in some areas men are disadvantaged compared to women.</li> </ul> <p data-bbox="1310 1212 1921 1244">In criticising the view candidates may consider:</p> <ul data-bbox="1310 1249 1912 1420" style="list-style-type: none"> <li>• Radical feminism</li> <li>• Marxist feminism</li> <li>• Triple systems theory and intersectionality.</li> <li>• Private and public patriarchy (Walby).</li> <li>• Vertical and horizontal segregation.</li> </ul>

	<p><b>AO2 Application</b>  <b>Level 3: 4 marks</b>  Candidates apply evidence for and against the view in an excellent and explicit way.</p> <p><b>Level 2: 2–3 marks</b>  Candidates apply evidence for and against the view in a good and mainly explicit way.</p> <p><b>Level 1: 1 mark</b>  Candidates apply evidence for and/or against the view in a basic way. Responses are likely to contain evidence/concepts which relate in a general way to gender equality/inequality but are not directly or explicitly related to the view.</p> <p><b>0 marks</b>  No relevant application.</p> <p><b>AO3 Analysis and evaluation</b></p> <p><b>Level 4: 8–10 marks</b>  Candidates display an excellent ability to analyse and evaluate the view. There will be a range of explicit evaluative points which are accurate and developed.</p> <p><b>Level 3: 5-7marks</b>  Candidates display a good ability to analyse and evaluate the view. There will be a range or depth of explicit evaluative points, but these maybe underdeveloped.</p> <p><b>Level 2: 3-4marks</b>  Candidates display a basic ability to analyse and evaluate the view. There will be a lack of range of evaluative points or a range which is entirely juxtaposed. Responses may be partial, confused and/or undeveloped.</p>	<p>4 AO2 1a</p> <p>10 AO3 1/2/3</p>	<ul style="list-style-type: none"> <li>• Dual labour market theory</li> <li>• Continuing relevance of feminism e.g. third and fourth wave feminism.</li> <li>• Gender inequalities in income and wealth</li> <li>• Barriers to social mobility for women</li> <li>• Women’s under-representation e.g. in top jobs/ positions of power.</li> <li>• Evidence of sexism/ sexual discrimination in different areas of social life.</li> <li>• Specific disadvantages faced by certain groups of women e.g. ethnic minorities/, working class/older women.</li> </ul> <p>Any other relevant points on either side should be credited.</p>
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		<p><b>Level 1: 1–2 marks</b> Candidates display a limited ability to analyse and evaluate the view. Typically, the response will be minimal, assertive, and / or tangential to the question.</p> <p><b>0 marks</b> No relevant analysis or evaluation.</p>		
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