



GCE

Sociology

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

Advanced Subsidiary GCE

Mark Scheme for June 2017

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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

Section A

Question	Answer	Marks	Guidance
1	<p>Summarise TWO changes in attitudes to mothers' employment shown in Source A.</p> <p>AO2 Application Level 4: 4 marks 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>Level 3: 3 marks 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>Level 2: 2 marks 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>Level 1: 1 mark Limited ability to interpret the data in Source A. Typically only one statement is made or application may be poorly expressed.</p> <p>0 marks No relevant application.</p>	4	<p>Responses may include the following:</p> <ul style="list-style-type: none"> • Increase in support for mothers working since 1989 with biggest increase since 2002. • 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. • A decline in support for women staying at home but more support for this when there is a child under school age. <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 1160 395">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.</p> <p data-bbox="331 427 840 491">AO1 Knowledge and Understanding Level 3: 5–6 marks 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 1160 1002">Level 2: 3–4 marks 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 1034 1160 1337">Level 1: 1–2 marks 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 967 1417">0 marks - No relevant sociological knowledge or understanding.</p>	9	<p data-bbox="1310 268 1803 300">Responses may include the following:</p> <ul data-bbox="1310 308 1957 619" style="list-style-type: none"> <li data-bbox="1310 308 1848 339">• Validity, less likely to distort meaning. <li data-bbox="1310 347 1937 403">• To convey the ‘voice’ of the subject, e.g. use of dialect, exact wording <li data-bbox="1310 411 1825 467">• Interpretivist arguments e.g. need to understand meanings. <li data-bbox="1310 475 1915 531">• Preference for qualitative data, e.g. greater depth and richness <li data-bbox="1310 539 1957 579">• To identify common themes in the quotations. <li data-bbox="1310 587 1713 619">• Any other reasonable point.

		<p>A02 Application</p> <p>Level 3: 3 marks Candidates will make explicit reference to the use of direct quotations in Source B.</p> <p>Level 2: 2 marks Candidates will make partial reference to the use of direct quotations in Source B.</p> <p>Level 1: 1 mark The response will be generalised and partial. Typically reference made to the source may be lip service only.</p> <p>0 marks No relevant application.</p>		
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Question	Answer	Marks	Guidance
3	<p data-bbox="215 264 264 296">*</p> <p data-bbox="331 264 1099 395">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.</p> <p data-bbox="331 435 831 499">AO1 Knowledge and understanding Level 4: 7–8 marks 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 1151 1010">Level 3: 5–6 marks Candidates display good knowledge and understanding. There will be range or 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 1249">Level 2: 3–4 marks 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 1286 1126 1414">Level 1: 1–2 marks 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="1308 264 1805 296">Responses may include the following:</p> <ul data-bbox="1308 304 1957 616" style="list-style-type: none"> <li data-bbox="1308 304 1957 400">• Need for representativeness e.g. coverage of different groups (age, gender, ethnicity, social class, locality) and national coverage. <li data-bbox="1308 408 1805 440">• Possible use of sampling frame(s) <li data-bbox="1308 448 1715 480">• Significance of sample size. <li data-bbox="1308 488 1912 552">• Use of one of more sampling methods e.g. random, quota, stratified sampling. <li data-bbox="1308 560 1823 616">• Ability to make generalisations from representative samples. <p data-bbox="1308 647 1939 711">Better answers are likely to make use of sociological concepts and technical terminology.</p> <p data-bbox="1308 751 1957 951">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>0 marks No relevant sociological knowledge or understanding.</p> <p>AO2 Application Level 4: 4 marks Candidates display an excellent ability to apply Source A to this question, focusing specifically on carrying out a survey of social attitudes.</p> <p>Level 3: 3 marks Candidates display good ability to apply Source A to the question.</p> <p>Level 2: 2 marks Candidates display basic ability to apply Source A to the question.</p> <p>Level 1: 1 mark Candidates display limited ability to apply Source A to the question.</p> <p>0 marks No relevant application.</p>		
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Question	Answer	Marks	Guidance
4	<p data-bbox="331 264 1144 435">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.</p> <p data-bbox="331 472 831 504">AO1 Knowledge and understanding</p> <p data-bbox="331 507 595 539">Level 3: 5–6 marks</p> <p data-bbox="331 542 1144 671">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 772">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="331 809 595 841">Level 2: 3–4 marks</p> <p data-bbox="331 844 1133 1046">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 1083 595 1115">Level 1: 1–2 marks</p> <p data-bbox="331 1118 1133 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 1358 450 1390">0 marks</p> <p data-bbox="331 1393 1025 1425">No relevant sociological knowledge or understanding.</p>	20	<p data-bbox="1308 264 1957 362">The best responses will be more conceptual and theoretical for example referring to concepts such as:</p> <ul data-bbox="1308 371 1615 619" style="list-style-type: none"> • Positivism • Interpretivism • Validity • Reliability • Representativeness • Generalisability • Ethics <p data-bbox="1308 655 1957 922">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="1308 959 1957 1023">In evaluation responses may include the following positive points:</p> <ul data-bbox="1308 1032 1957 1417" style="list-style-type: none"> • Interviews and participant observation produce mainly qualitative data. • Preferred by Interpretivists • High in validity e.g. subjects viewed in naturalistic settings, use of subjects own words as data. • Better rapport with subjects. • Ethical advantages e.g. greater equality between researcher and researched • Practical advantages e.g. interviews may help gain access for observation.

		<p>underdeveloped.</p> <p>Level 2: 3–4 marks 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>Level 1: 1–2 marks 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>0 marks No relevant analysis or evaluation.</p>		
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Section B

Question	Answer	Marks	Guidance
5	<p>* Describe two ways in which social class inequalities can be seen in patterns or trends in relation to work and employment.</p> <p>AO1 Knowledge and understanding Level 4: 8–10 marks 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>Level 3: 5–7 marks 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>Responses may include the following:</p> <ul style="list-style-type: none"> • Inequalities in pay. • Other financial rewards from employment eg bonuses, occupational pensions, paid holidays and other perks. • Inequalities of status. • Inequalities of power and control. • Opportunities for advancement, promotion and career development. • Class inequalities in job satisfaction/ levels of alienation. • Inequalities in job security, risks of redundancy and levels of unemployment. <p>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>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>Level 2: 3–4 marks 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>Level 1: 1–2 marks 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>0 marks No relevant sociological knowledge or understanding.</p>		
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Question	Answer	Marks	Guidance	
6	*	<p>Evaluate the view that women have now achieved equality with men in UK society.</p> <p>AO1 Knowledge and Understanding Level 3: 5–6 marks 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>Level 2: 3–4 marks 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>Level 1: 1–2 marks 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>0 marks No relevant sociological knowledge or understanding.</p>	20	<p>Candidates may focus on a wide range of areas of UK society including:</p> <ul style="list-style-type: none"> • Employment and the labour market. • Income, wealth and poverty. • Life chances and social mobility • Education • Health • Family life <p>In support of the view candidates may consider the following:</p> <ul style="list-style-type: none"> • Functionalist approaches • New Right approaches • Liberal feminism • Postmodernism • Preference theory (Hakim) • The impact of different waves of feminism • The role of legislation and bodies such as the EHRC. • Women’s progress in the labour market e.g. narrowing of pay gap, women in top jobs. • Differences between different groups of women in terms of equality e.g. by class and ethnicity. • Evidence that in some areas men are disadvantaged compared to women. <p>In criticising the view candidates may consider:</p> <ul style="list-style-type: none"> • Radical feminism • Marxist feminism • Triple systems theory and intersectionality. • Private and public patriarchy (Walby). • Vertical and horizontal segregation.

		<p>Level 1: 1–2 marks 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>0 marks No relevant analysis or evaluation.</p>		
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