



GCE

Sociology

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

Advanced Subsidiary GCE

Mark Scheme for June 2018

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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: for creditable ideas For question 4 use to show methodological theory.
CON	Sociological evidence / concepts / studies / theories / policies / research methods
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 Q5 and 6 application of point shown.
L	Lip service
EVAL	Evaluation Q 4 ONLY for weaknesses of the method Q 6 for any evaluative point
JU	Q4 – 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/inaccurate
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

Question	Answer	Marks	Guidance
1	<p>Describe two conclusions which could be drawn from the data in Source A about family types and poverty.</p> <p>AO2 Application</p> <p>Level 4: 4 marks Excellent ability to interpret the data in Source A and can draw two conclusions. Responses should include clear reference to the data.</p> <p>Level 3: 3 marks Good ability to interpret the data in Source A. Responses will draw two conclusions although the description of the findings may be less clear.</p> <p>Level 2: 2 marks Basic ability to interpret the data in Source A. Responses will be partial; for example, either only one conclusion may be drawn with some precision or two conclusions may be drawn but the response is more confused or lacking clarity.</p> <p>Level 1: 1 mark Limited ability to interpret the data in Source A. Typically only one statement is made and/or conclusions are poorly expressed.</p> <p>0 marks No relevant application of Source A.</p>	4	<p>Responses might include:</p> <ul style="list-style-type: none"> • Workless families are more likely to be in poverty than working families whether two parent or lone parent and this was true for both years shown. • Children in workless lone parent families were more likely to be in poverty in both years than those in working lone parent families, however there was little difference in the proportions from workless and working couple families in 2001/02 and there were slightly fewer children in poverty from workless lone parent families than workless couple families in 2011/12. • The proportion of children in poverty from working couple families increased slightly between 2001/02 and 2011/12 • The proportion of children in poverty from 2001/02 and 2011/12 has decreased for other types, especially workless families.

Question	Answer	Marks	Guidance
2	<p>Using Source A, explain why researchers may make use of official statistics to study poverty.</p> <p>AO1 Knowledge and Understanding</p> <p>Level 3: 5-6 marks Candidates display an excellent and range of knowledge and understanding of why researchers may make use of official statistics in studying poverty. Responses will include sociological concepts in their explanations. There is a well-developed line of reasoning which is clear and logically structured. Responses should display some breadth and depth of knowledge. The information presented is relevant and substantiated.</p> <p>Level 2: 3-4 marks Candidates will display good knowledge and understanding of why researchers may make use of official statistics in studying poverty. The response will be underdeveloped or the response may be detailed but narrow. Some concepts 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>Level 1: 1-2 marks Candidates will display basic knowledge and understanding of researchers may make use of official statistics in studying poverty. At the top of the band, responses will be accurate but narrow. At the bottom of the band, responses may be limited, 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>	9	<p>Responses may include the following:</p> <ul style="list-style-type: none"> • Positivist preference for quantitative data. • Precision of measurement e.g. shows exact proportions in poverty/how much they have changed. • Enable researchers to see patterns, trends or correlations e.g. between family types and child poverty • Official statistics may be able to track changes over time e.g. comparing stats from 2001/02 with 2011/12. • Reliability of quantitative data such as official statistics as they are collected on a regular basis/using comparable research techniques. • Larger samples or national coverage enable greater representativeness. • Easy access/savings of time and cost in using official statistics such as those shown. • Objective nature of statistical data. • Less ethical problems in using official statistics. • Acceptance of official definitions of poverty, e.g. HBAI statistics. • Any other reasonable points.

Question	Answer	Marks	Guidance
	<p>0 marks No relevant sociological knowledge or understanding.</p> <p>A02 Application Level 3: 3 marks Candidates will make clear and explicit reference to why researchers may make use of official statistics in studying poverty using material from Source A.</p> <p>Level 2: 2 marks Candidates will make partial reference to why sociologists may researchers may make use of official statistics in studying poverty using some material from Source A but application will be narrow or under developed.</p> <p>Level 1: 1 mark Candidates will make limited reference to researchers may make use of official statistics in studying poverty with some reference to Source A. Typically reference made to the source may be lip service only.</p> <p>0 marks No relevant application of Source A.</p>		

Question	Answer	Marks	Guidance
3	<p>Using Source B and your wider sociological knowledge, explain why researchers might use snowball sampling to study people undertaking low-paid informal work.</p> <p>AO1 Knowledge and understanding</p> <p>Level 4: 7–8 marks Candidates display an excellent knowledge and understanding of why researchers might use snowball sampling to study people undertaking low paid informal work. The response will be accurate and detailed and include a range of knowledge in the form of concepts and theories. 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: 5–6 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>Level 2: 3–4 marks Candidates display basic knowledge and understanding which will be lacking range and depth (e.g. basic understanding of snowball sampling). 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>Level 1: 1–2 marks Candidates display limited knowledge and understanding. Typically, there may only be vague representations of topic area (e.g. sampling in general) and a tendency towards common sense, or very narrow 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>	12	<p>Responses may include the following:</p> <ul style="list-style-type: none"> • Time and cost, relatively cheap and easy method of creating a sample. • Advantages of accessing informants from a number of starting points. • Initial informants can help to create sample by recommending other contacts e.g. by passing on cards. • Reluctance of people to admit they are doing informal work requires less orthodox sampling techniques. • Ease of access / greater rapport if respondents have been recommended by someone they know. • Careful use of snowballing can still create a representative sample/capture a wide range of views. • Better response rates. • Difficulties of creating a sampling frame of people in informal work e.g. for random sampling. • Difficulties of accessing informants using other sampling methods. • Ethics e.g. that they know and agree.

Question	Answer	Marks	Guidance
	<p>0 marks No relevant sociological knowledge or understanding.</p> <p>AO2 Application</p> <p>Level 4: 4 marks Candidates display an excellent ability to apply Source B and their wider sociological knowledge to this question, focusing specifically on the use of snowball sampling to study people undertaking low paid informal work. Candidates should make explicit reference to Source B.</p> <p>Level 3: 3 marks Candidates display good ability to apply Source B and their wider sociological knowledge to the question. There should be some reference the specific context.</p> <p>Level 2: 2 marks Candidates display basic ability to apply Source B and/or their wider sociological knowledge to the question.</p> <p>Level 1: 1 mark Candidates display limited ability to apply Source B and/or and their wider sociological knowledge to the question. Typically, application to the context is only by lip service.</p> <p>0 marks No relevant application.</p>		

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4	<p>Using Source B and your wider sociological knowledge, explain and evaluate the use of qualitative methods to research people undertaking low-paid informal work.</p> <p>AO1 Knowledge and understanding</p> <p>Level 3: 5-6 marks Candidates display an excellent knowledge and understanding of qualitative methods with an explicit focus on the methods used in the study (semi-structured interviews and/or focus groups). There will be explicit and frequent use of sociological concepts and theory. To achieve top of the level theory is needed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Level 2: 3-4 marks Candidates will display good knowledge and understanding of the use of qualitative methods. 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>Level 1: 1-2 marks Candidates show a basic knowledge and understanding of the use of qualitative methods. The response may be partial and confused. The information is basic and communicated in an unstructured way. The information is supported by a limited range of evidence and the relationship to the evidence may not be clear.</p> <p>0 marks No relevant sociological knowledge or understanding.</p>	20	<p>Responses may include the following:</p> <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> • Semi-structured Interviews allow the researcher and respondent to go beyond the set interview schedule. • Produced data which would not be available from official sources. • More rapport / trust with subjects. • Also capable of producing quantitative data by inclusion of standardised questions. • Focus groups allow respondents to discuss issues in a group and react to ideas of others. • Focus groups allow researchers to follow up issues raised in interviews. • Focus groups allow formulation of ideas for social policy. • Qualitative data higher in validity • Ethical advantages e.g. ability to gain informed consent, sensitivity to concerns of informants. • Theoretical issues e.g. use by interpretivists to understand social world of subjects. • Practical advantages e.g. allow researchers to explore issues in more depth. <p>In evaluation:</p> <ul style="list-style-type: none"> • Lack of quantitative data means more difficult to see patterns, trends, correlations. • Practical disadvantages e.g. time, cost, training of interviewers)

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	<p>AO2 Application</p> <p>Level 3: 5-6 marks Excellent application skills. Candidates will relate the use of qualitative methods to the context of the research in Source B (researching people undertaking low paid informal work) in a consistent and explicit way.</p> <p>Level 2: 3-4 marks Good application skills. Candidates will relate the use of qualitative methods to the context of the research in Source B (researching people undertaking low paid informal work) but it may not be consistently and/or explicitly relevant or may only pay lip service in linking to the context in some parts.</p> <p>Level 1: 1-2 marks Basic ability to relate the use of qualitative methods to the context of the research in Source B (researching people undertaking low paid informal work). Responses are likely to be generalised or lip service only.</p> <p>0 marks No relevant application.</p> <p>AO3 Analysis and Evaluation</p> <p>Level 4: 7–8 marks Candidates display an excellent ability to analyse and evaluate the use of qualitative methods. There will be a range of explicit evaluative points which are accurate and developed, considering both strengths and weaknesses of the qualitative methods.</p> <p>Level 3: 5–6 marks Candidates display a good ability to analyse and evaluate the use of qualitative methods. There will be some explicit evaluative points, but these are likely to be underdeveloped or a narrower range of more developed points.</p>		<ul style="list-style-type: none"> • Ethical disadvantages (e.g. possible issues of confidentiality / anonymity) • Theoretical disadvantages (e.g. issues with validity, reliability or representativeness and positivists concerns about lack of representative sample/large scale quantitative data). • Sampling issues (e.g. due to time taken to do interviews samples are likely to be small, snowball sampling possibly unrepresentative). <p>Examples of links to context:</p> <ul style="list-style-type: none"> • Interviews explored at length respondents' personal understandings and experiences of informal work, fits in with interpretivist approach. • Generated useful data about reasons for undertaking informal work. • Focus groups allowed for checks on validity of interview data and further exploration of issues. • Variety of different respondents interviewed offering a more representative picture. • Use of interviewees from local community some of whom spoke community languages helped achieve trust and rapport. • Advantages of using interviews and focus groups to triangulate. • Focus groups produced useful ideas to inform social policy.

Question	Answer	Marks	Guidance
	<p>Level 2: 3–4 marks Candidates display a basic ability to analyse and evaluate the use of qualitative methods. 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 qualitative methods and not the weaknesses.</p> <p>Level 1: 1–2 marks Candidates display a limited ability to analyse and evaluate the use of qualitative methods. 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>		<ul style="list-style-type: none"> • May be hard to compare responses as respondents were not all asked the same questions. • Possibility of bias/lack of validity as people in informal work may have distrusted researchers. • Ethical difficulties of researching a sensitive issue such as informal work (e.g. keeping ille.g.al activities confidential)
5	<p>Outline two areas of social life where gender inequality exists in the contemporary UK.</p> <p>AO1 Knowledge and understanding</p> <p>Level 4: 8–10 marks Candidates display a wide-ranging and excellent knowledge and understanding of two forms of gender inequality in British society today. 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 forms. At the bottom of the level the use of concepts will still be wide-ranging and detailed but will be underdeveloped for one form. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p>	10	<p>Areas of social life:</p> <ul style="list-style-type: none"> • Economic (differences in wealth and income, chances of social mobility, chances of poverty) • Family (domestic division of labour, domestic violence, decision making and power, sexuality) • Education (underachievement of boys, subject choice, sexual harassment /bullying) • Work (horizontal and vertical segregation, pay gap) • Media and culture (stereotyping, unequal representations, lad culture, pornography, sexualisation of women) • Crime and deviance (victimisation, sexual violence, gendered aspects of social control, chances of criminalisation) • Politics (under-representation of women as MPs, leadership of pressure groups/political parties/trade unions/business organisations, social policy)

Question	Answer	Marks	Guidance
	<p>Level 3: 5–7 marks Candidates will display good knowledge and understanding of one or two forms of gender inequality in British society today. Responses will be wide-ranging or detailed. There will be some use of sociological concepts/ evidence for each form. At the top of the level candidates will use relevant concepts in an explicit way; but they may well be underdeveloped. At the bottom of the level concepts may be less developed and some may be implicit. One way with depth and detail can reach the bottom of this level. 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 2: 3–4 marks Candidates display basic knowledge and understanding of two forms of gender inequality in British society today. 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 these may be confused in places. 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>Possible studies/ theories/ concepts:</p> <ul style="list-style-type: none"> • Marxist feminism • Radical feminism • Liberal feminism • Patriarchy • Sexism • Glass ceiling • Gender pay gap • Occupational segregation • Dual labour market • Reserve army of labour • Sexual harassment • Division of labour • Dual burden • Triple shift • Gender socialisation • Benston • Barrett and McKintosh • Walby • Grimshaw and Rubery • Skeggs • Dobash and Dobash • Francis • Pahl • Duncombe and Marsden <p><i>A wide range of possible responses are possible and candidates should be rewarded for supporting their answers with any relevant theories, concepts or studies.</i></p>

Question	Answer	Marks	Guidance
6	<p>Evaluate the usefulness of Marxist explanations for understanding social class inequalities in the contemporary UK.</p> <p>AO1 Knowledge and Understanding</p> <p>Level 3: 5-6 marks Candidates display an excellent knowledge and understanding of Marxist explanations of class inequalities in contemporary British society. There will be explicit and frequent use of concepts/studies relevant to the Marxist view. At this level some candidates may show awareness of alternative Marxist approaches, e.g. neo-Marxism. 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 Marxist explanations. There will be a range of concepts/studies relevant to Marxist explanations. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by range or depth of evidence.</p> <p>Level 1: 1-2 marks Candidates display a basic knowledge and understanding of Marxist explanations. Knowledge is likely to be undeveloped, partial or confused, lacking range and depth. Candidates may fail to focus on contemporary British society or may discuss one or more explanations of class inequalities with only some reference to Marxism. 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>Responses may include the following:</p> <p>In support of Marxism</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Capitalism • Bourgeoisie/proletariat • Ruling/subject class • Class conflict/class struggle • Ownership of the means of production • Inherent contradictions • Polarisation of classes • Proletarianisation • Unequal distribution of wealth and income • Ideology / Ideological state apparatus • False consciousness • Globalisation of capitalism • Overthrow of capitalism • Communism <p>Writers/studies:</p> <ul style="list-style-type: none"> • Marx • Westergaard and Resler • Abercrombie and Urry • Crompton and Jones • Braverman • Scott • Sklair <p>In evaluation</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Meritocracy • Social mobility

Question	Answer	Marks	Guidance
	<p>AO2 Application</p> <p>Level 3: 4 marks Candidates apply evidence for and against the view in an excellent and explicit way.</p> <p>Level 2: 2-3 marks Candidates apply evidence for and against the view in a good and mainly explicit way.</p> <p>Level 1: 1 mark 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 social class/inequality but are not directly or explicitly related to the view.</p> <p>0 marks No relevant application.</p> <p>AO3 Analysis and evaluation</p> <p>Level 4: 8-10 marks Candidates display an excellent ability to analyse and evaluate Marxist explanations. There will be a range of explicit evaluative points which are accurate and developed.</p> <p>Level 3: 5-7 marks Candidates display a good ability to analyse and evaluate Marxist explanations. There will be a range or depth of explicit evaluative points.</p> <p>Level 2: 3-4 marks Candidates display a basic ability to analyse and evaluate Marxist explanations. There will be a lack of range and depth of evaluative points and responses are likely to be partial, confused, undeveloped or juxtaposed.</p>		<ul style="list-style-type: none"> • Fragmentation of social classes • Decline of class consciousness/conflict • Growth of middle class/intermediate classes • Rise of alternative divisions/ bases for conflict • Importance of consumption rather than production • Individualisation <p>Writers/theories:</p> <ul style="list-style-type: none"> • Functionalism (e.g. Davis and Moore) • Weber and neo-Weberians (e.g. Goldthorpe, Savage et al, Roberts) • New Right (e.g. Saunders) • Postmodernism (e.g. Pakulski and Waters, Beck) • Feminisms <p>Candidates should also be rewarded for applying empirical evidence in support of both sides e.g. on distribution of wealth and income, patterns of social mobility, life chances and work place inequalities.</p>

Question	Answer	Marks	Guidance
	<p>Level 1: 1–2 marks Candidates display a limited ability to analyse and evaluate the Marxist 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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