

GCE

Sociology

H180/02: Researching and understanding social inequalities

AS Level

Mark Scheme for June 2024

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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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MARKING INSTRUCTIONS**PREPARATION FOR MARKING : RM Assessor³**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM assessor Online Training*, *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RMA³ and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 5 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RMA³ 50% and 100% (Batch 1 and Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the RMA³ messaging system.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RMA³, which will select the highest mark from those awarded.

The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered.

The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response.

The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.

Short Answer Questions (requiring a more developed response, worth two or more marks)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked.

Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.


















6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space
 Award Zero '0' if:
 - anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RMA³ **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses.
Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning
	Knowledge and understanding point Q2 - 4: strength of the method
	Q4: use of methodological theory Optional: Sociological or methodological evidence: concepts / statistics / social policy / theory
	Developed Point: fully explained in a relevant way / detailed
	Underdeveloped: partially explained, requiring more depth
	Unsubstantiated/ undeveloped/ implicit / accurate without explanation/ substantiation
	Application/Interpretation: explicit engagement with the source or context of the question
	Q4: Weakness of the method Q6: critical evaluation point
	Juxtaposition of alternative theories / ideas without direct explicit evaluation
	Lip service
	Unclear/confused/lacks sense not creditable
	Not clearly focused on question set: tangential – sociological but not directly relevant
	Repetition
 Highlight	Q5 highlight each way
	Blank Page
	Example/Reference
	Irrelevant
	Noted, but no credit given

Section A

Question	Answer	Marks	Guidance
1	<p>Using data from Source A, describe two conclusions about patterns of social mobility in the UK.</p> <p>AO2 Application Level 4: 4 marks Excellent ability to interpret the data in Source A and can describe two conclusions which could be drawn about patterns of social mobility in the UK. Both conclusions will include precise reference to the data.</p> <p>Level 3: 3 marks Good ability to interpret the data in Source A. Responses will describe two conclusions, although the description of the conclusions may be less precise or may support only one of the identified conclusions with data from the source.</p> <p>Level 2: 2 marks Basic ability to interpret the data in Source A. Typically, responses will be accurate but partial. For example only one conclusion may be fully described or there is a failure to support the two points with specific data from the source.</p> <p>Level 1: 1 mark Limited ability to interpret the data in Source A. Typically only one conclusion is described without supporting data or the candidate may simply read data from the graph without drawing a conclusion.</p> <p>0 marks No relevant application.</p>	4	<p>Examples of possible responses might be:</p> <ul style="list-style-type: none"> Men from professional/managerial backgrounds are much more likely to end up in professional/ managerial occupations than men from working class backgrounds – 63% compared to 35%. Both women and men from working class backgrounds are much more likely to end up in working class occupations (31% and 39%) than women and men from professional/ managerial backgrounds (15% and 17%). Men from a professional/managerial background are much more likely to end up in professional/ managerial occupations than women from a similar background – 63% compared to 56%. Women from all backgrounds are more likely than men to end up in intermediate occupations – 22% compared to 17% from professional managerial backgrounds and 24% compared to 19% from working class backgrounds. <p>Any other reasonable response should be rewarded but to achieve Level 3 or above the candidates should establish some kind of pattern rather than simply reading off individual statistics.</p>

Question	Answer	Marks	Guidance
2	<p data-bbox="293 213 1099 284">With reference to Source B, explain why sociologists have to consider ethical issues when doing sociological research.</p> <p data-bbox="293 325 752 355">AO1 Knowledge and Understanding</p> <p data-bbox="293 363 528 394">Level 3: 5–6 marks</p> <p data-bbox="293 402 1214 643">Candidates display an excellent and wide-ranging knowledge and understanding of why sociologists have to consider ethical issues when undertaking sociological research. 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 data-bbox="293 651 1214 721"><i>There will typically be two well-developed points about ethical issues or three underdeveloped points, with some use of methodological concepts/theory.</i></p> <p data-bbox="293 761 528 791">Level 2: 3–4 marks</p> <p data-bbox="293 799 1200 1007">Candidates will display good knowledge and understanding of why sociologists have to consider ethical issues when undertaking sociological research. The response will be underdeveloped or the response may have breadth OR depth. Some of the concepts referred to 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="293 1015 1178 1085"><i>There will typically be one well-developed idea about ethical issues or two underdeveloped ones or three undeveloped ideas.</i></p> <p data-bbox="293 1125 528 1155">Level 1: 1–2 marks</p> <p data-bbox="293 1163 1205 1404">Candidates will display basic knowledge and understanding of why sociologists have to consider ethical issues when undertaking sociological research. 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>	9	<p data-bbox="1352 213 2040 352">Candidates should show understanding of the concept of ethical issues and may refer to related concepts such as informed consent, privacy, anonymity, avoidance of deception and avoidance of harm.</p> <p data-bbox="1352 392 1805 422">Responses may include the following:</p> <p data-bbox="1352 462 2085 746">Sociologists are usually expected to obtain informed consent from the people they research. This is so subjects are aware of the nature of the research and can withdraw from participation at any time. This would be difficult to obtain when using covert ethnographic methods as in Source B as many of those being observed would not be aware that they were taking part in a piece of research or were not fully aware of the nature of the research.</p> <p data-bbox="1352 786 2085 1038">Etoria tried to ensure those taking part in unstructured interviews were able to give informed consent and avoided interviewing workers who might not speak good English who would possibly not fully understand the nature of the research. It would be unethical to ask someone to take part in research if their English was not good enough to fully understand what they were consenting to.</p> <p data-bbox="1352 1078 2069 1331">Sociologists are expected to respect the privacy of those they research. Although the researcher in Source B was researching people at work in restaurants which was less private than for example their own homes, it could be seen as an invasion of privacy as subjects would not expect to be subjected to observation for research purposes in this kind of environment without their knowledge.</p> <p data-bbox="1352 1370 2033 1428">Researchers are expected to keep the names of their subjects and the location of the research anonymised, in</p>

		<p><i>There will typically be one or two undeveloped/unsubstantiated points or a vague representation.</i></p> <p>0 marks No relevant sociological knowledge or understanding.</p> <p>AO2 Application Level 3: 3 marks Candidates will make explicit reference to evidence from Source B in explaining why sociologists have to consider ethical issues when undertaking sociological research. <i>Typically, there will be 2 clear applications of the source</i></p> <p>Level 2: 2 marks Candidates will make partial reference to Source B, typically using just one piece of data from the source. <i>Typically, there will be 1 clear application of the source</i></p> <p>Level 1: 1 mark Candidates will make limited or passing reference to Source B. Typically reference made to the source may be lip service only. <i>Typically, application of the source will be unclear or lip service only</i></p> <p>0 marks No relevant application.</p>		<p>other words to not use their real names or the real names of the restaurants or their location. This is so anyone reading the study cannot identify them. Etoria seems to have done this in the study in Source B so this aspect of his research can be seen as ethical.</p> <p>Researchers are not supposed to use deception to carry out their research, for example lying about their identity, as this would be dishonest. In Source B Etoria did not tell potential employers that he was undertaking research so this might be seen as unethical as it involved an element of deception.</p> <p>Researchers have to avoid causing harm, either mental or physical to their subjects and must take steps to keep themselves safe as well. In Source B there seemed little danger for Etoria and his subjects are unlikely to have come to physical or psychological harm. The only risk might be if respondents later found out that they had been observed without their consent in which case they might have been upset that they had been deceived and this could be seen as unethical.</p> <p>Any other reasonable response should be credited Candidates should be rewarded for application when they use evidence from the source to support their points.</p>
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Question	Answer	Marks	Guidance
3 *	<p>Using Source A and your wider sociological knowledge, explain why positivist sociologists use quantitative data to study patterns of social mobility.</p> <p>AO1 Knowledge and understanding Level 4: 7–8 marks Candidates display an excellent knowledge and understanding of why positivist sociologists might favour the use of quantitative data to study patterns of social mobility. 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. <i>There will typically be three well-developed points or two well-developed points and one underdeveloped point at the bottom of the level. These points will use methodological concepts/theories</i></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. <i>There will typically be two well-developed points or three underdeveloped points with some use of methodological concepts/theories.</i></p> <p>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. <i>There will typically be one developed point or two underdeveloped points at the top of the level. At the bottom of the level, there will typically be one underdeveloped point.</i></p>	12	<p>Candidates should show an understanding of the terms positivism and quantitative data.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> Positivist sociologists use quantitative data to establish patterns of social mobility by identifying social facts or regular features of social life. For example, the data in Source A shows that working class people are less likely to undergo upward social mobility and so are women. Positivist sociologists may be interested in trends over time. If the data in Source A could be compared with similar data from previous years, it might be possible to establish whether social mobility were increasing or decreasing. This would only be possible if we were able to measure the amount of social mobility in numbers. Positivist sociologists seek to measure the social world in precise, scientific and objective ways. Statistics such as those in Source A provide precise data which is recognised as being free from bias as it has been collected as part of a government survey. Positivists see quantitative data as reliable because it is consistent and repeatable. The data in source A was obtained from the Labour Force Survey which is collected by government statisticians using established methods. If other researchers were to collect the data using the same methods they would be likely to get similar results. Positivists find quantitative data useful because it allows them to establish correlations. For example in source A it shows clear correlations between people's gender and social class and their opportunities for upward social mobility.

		<p>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 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. <i>There will typically be one undeveloped/unsubstantiated point or a vague representation.</i></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 and their wider sociological knowledge to this question. <i>Typically, there will be 3 clear applications of the source.</i></p> <p>Level 3: 3 marks Candidates display good ability to apply Source A and their wider sociological knowledge to the question. <i>Typically, there will be 2 clear applications of the source.</i></p> <p>Level 2: 2 marks Candidates display basic ability to apply Source A and/or their wider sociological knowledge to the question. <i>Typically, there will be 1 clear application of the source.</i></p> <p>Level 1: 1 mark Candidates display limited ability to apply Source A and/or their wider sociological knowledge to the question. <i>Typically, application of the source will be unclear or just lip service.</i></p> <p>0 marks No relevant application.</p>		<p>Any other reasonable response should be credited Candidates should be rewarded for application when they use evidence from the source to support their points.</p>
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Question	Answer	Marks	Guidance
4	<p>* Using Source B and your wider sociological knowledge, explain and evaluate the use of covert ethnographic research to study workers in the restaurant industry.</p> <p>AO1 Knowledge and understanding Level 3: 5–6 marks Candidates display an excellent knowledge and understanding of the use of covert ethnographic research to study workers in the restaurant industry. 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. <i>At the top of the level, there will typically be three well-developed concepts and/or theories. At the bottom of the level, there will typically be two well-developed methodological concepts or theories and one which is less well developed.</i></p> <p>Level 2: 3–4 marks Candidates will display good knowledge and understanding of covert ethnographic research to study workers in the restaurant industry. 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. <i>At the top of the level, there will typically be two well developed methodological concepts or theories or three underdeveloped ones. At the bottom of the level, there may be one well developed or two underdeveloped methodological concepts or theories.</i></p> <p>Level 1: 1–2 marks Candidates show a basic knowledge and understanding of covert ethnographic research to study workers in the restaurant industry. The response may be partial and confused without a clear understanding of covert ethnographic methods. The information is basic and</p>	20	<p>Candidates should be rewarded with marks for AO1 when they show knowledge and understanding of theories (e.g. interpretivism and positivism) and concepts (e.g. validity, reliability and representativeness).</p> <p>In application candidates should link points to the context of the source material to support evaluation points as in examples below.</p> <p>In positive evaluation responses may include the following points:</p> <ul style="list-style-type: none"> • Interpretivists would argue that covert ethnographic methods are likely to achieve rapport with participants because the researcher has plenty of opportunity to build trust and make respondents feel relaxed so they will behave naturally. Thus Etoria got to know his fellow workers well before asking some to take part in unstructured interviews. They are therefore likely to offer more open and candid responses because they trusted him. • Validity – Data from this type of research is likely to be more valid than, for example, structured interviews and questionnaires. This is because subjects were observed in their normal working environment and were not aware they were being observed so the researcher would obtain a valid or truthful picture of their attitudes and normal working practices. • Verstehen – Interpretivists such as Max Weber argue that sociologists should gain verstehen by understanding the meanings created in their social world by actors. Etoria would be able to understand the world of restaurant workers as he had previously been employed in the industry for 20 years and this combined with a year of ethnographic research would allow him to have an insider’s view, • Covert research – By using covert ethnographic methods Etoria was less likely to influence his subjects or change their

		<p>communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. <i>Typically, there will be one underdeveloped idea or one or more undeveloped ideas without methodological concepts and theory.</i></p> <p>0 marks No relevant sociological knowledge or understanding.</p> <p>AO2 Application Level 3: 5–6 marks Excellent application skills. Candidates will relate the use of covert ethnographic methods to the context of the research in Source B in a consistent and explicit way. <i>Typically, there will be at least 3 or 4 clear and explicit applications of the source.</i></p> <p>Level 2: 3–4 marks Good application skills. Candidates will relate the use of covert ethnographic methods to the context of the research in Source B but it may be lacking in consistency and/or explicitly relevant or may only pay lip service to the context in some parts. <i>Typically, there will be 2 clear and explicit applications of the source or a wider range of applications which are less clear or explicit</i></p> <p>Level 1: 1–2 marks Basic ability to relate the use of covert ethnographic methods to the context. Responses are likely to be generalised without referring to the specific context. <i>Typically, at the top of the level, there will typically be one explicit application of the source but at the bottom of the level, responses are likely to be only lip service.</i></p> <p>0 marks No relevant application</p>	<p>6 AO2 1b</p> <p>behaviour. This would avoid the Hawthorne effect whereby those being studied change their behaviour simply because they know they are being studied.</p> <ul style="list-style-type: none"> • Triangulation – Etoria used participant observation to develop his understanding of the world of restaurant work but was able to check the validity of his conclusions by discussing issues with his 12 key informants in the unstructured interviews which would provide him with respondent validation of his findings. • Observing interaction – Interactionist sociologists argue that actors develop a meaningful understanding of the world through interacting with others. By undertaking participant observation, Etoria would be able to observe these interactions and how workers behaved towards one another. This would be more difficult to uncover using methods such as questionnaires or structured interviews where respondents are usually studied one at a time. <p>Possible criticisms/negative evaluation:</p> <ul style="list-style-type: none"> • Positivism - As the research is based on qualitative data, it lacks the precision and ability to see patterns and trends associated with quantitative data and favoured by positivists. For example, Etoria was unable to quantify any differences between the attitudes and behaviour of workers in more expensive restaurants compared with cheaper ones. • Subjectivity – This type of research is very mainly based on the researcher's subjective interpretation of what they observed. Another researcher observing the same restaurants might have reached different conclusions or have chosen different respondents to interview. Positivists might argue this makes the study lacking in objectivity and therefore unscientific. • Reliability – It is difficult to repeat this kind of research to see if it can be replicated by other researchers and, even if it were, another researcher would be likely to obtain different results as the findings would result from the researcher's unique
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		<p>AO3 Analysis and Evaluation</p> <p>Level 4: 7–8 marks Candidates display an excellent ability to analyse and evaluate the use of covert ethnographic methods in this context. There will be a range of explicit evaluative points, which are accurate and developed, considering both strengths and weaknesses of the method. <i>Typically, at the top of this level there should be four developed evaluations including at least two strengths and two weaknesses of the method. At the bottom of the level, one of these may be less well developed.</i></p> <p>Level 3: 5–6 marks Candidates display a good ability to analyse and evaluate the use of covert ethnographic methods in this context. There will be some explicit evaluative points, but these are likely to be underdeveloped or a narrower in range of more developed points. <i>There will typically be three developed evaluative points or a wider range of underdeveloped points. Both strengths and weaknesses should be included.</i></p> <p>Level 2: 3–4 marks Candidates display a basic ability to analyse and evaluate the use of covert ethnographic methods. There will be a lack of range of evaluative points and responses are likely to be partial, confused and under-developed. Alternatively, the evaluation will be all one-sided, for example only focusing on the strengths of the method and not the weaknesses. <i>Typically, at this level candidates are likely to consider only two developed evaluation points (strengths and/or weaknesses) or a wider range of under-developed points.</i></p> <p>Level 1: 1–2 marks Candidates display a limited ability to analyse and evaluate the use of covert ethnographic methods. Typically, the response will be minimal relying on only one idea, assertive, and/or tangential to the question. <i>Typically, at this level candidates are unlikely to consider more than one developed evaluation point or two undeveloped points.</i></p>	<p>personality and how he interacted with his fellow workers. For positivists this would make the research unreliable.</p> <ul style="list-style-type: none"> • Representativeness/sampling – The study was based on a sample of just four restaurants, which were selected purely because the researcher was able to get a job in them. The research cannot therefore be said to be representative even of the locality where it was conducted and even less so of the restaurant industry in the country as a whole. Similarly, the 12 restaurant workers who were interviewed were those who Etoria considered ‘good talkers’ and he deliberately excluded immigrants from his interviews so these informants may be unrepresentative even of workers in the four restaurants studied. • Generalisability – If the research is unrepresentative then it is not possible to generalise findings from the sample, for example Etoria cannot necessarily claim that his conclusions from these restaurants are generalisable to all restaurants in the UK. For example, workers in restaurants in other parts of the UK may behave differently or experience different conditions of work. • Ethics – Because the research was covert the researcher would not have been able to obtain fully informed consent to undertake this research, either from the owners of the restaurants or his fellow workers. This would potentially make the research unethical. • Time and cost - This type of research is very time consuming. It took Etoria a year to study just four restaurants. He would then have large amounts of notes in his research diary, which would take a long time to analyse. <p>Any other relevant points should be rewarded.</p>
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			0 marks No relevant analysis or evaluation.		
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Question	Answer	Marks	Guidance
5	<p>* Outline two ways in which women in the UK are advantaged compared to men.</p> <p>AO1: Knowledge and understanding Level 4: 8-10 marks The candidate shows a wide ranging and excellent knowledge and understanding of two ways in which women in the UK are advantaged compared to men. There will be explicit and frequent use of sociological concepts and evidence in the form of studies, statistics, report and/or theories. 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. <i>There will typically be four well-developed knowledge points or three well-developed points and one underdeveloped point towards the bottom of the level.</i></p> <p>Level 3: 5-7 marks The candidate shows a good knowledge and understanding of two ways in which women in the UK are advantaged compared to men. 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 underdeveloped. At the bottom of the level concepts may be underdeveloped and some may be implicit. One example of female advantage with depth and breadth 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. <i>At this level candidates will show clear understanding of two ways. There will typically be three developed knowledge points or a wider range of underdeveloped points. Towards the bottom of the level, there may be one</i></p>	10	<p>Candidates should show an understanding of the concept of advantage.</p> <p>There are a wide range of possible ways to respond to this question and candidates are only expected to explore some of these.</p> <p>Possible areas of knowledge might include:</p> <ul style="list-style-type: none"> Men are allegedly suffering a crisis of masculinity (Mac an Ghail) due to deindustrialisation, whereas women have been advantaged due to feminisation of the labour market and loss traditionally 'masculine jobs'. Education – Girls on average fare better than Boys (especially working class boys) in education. Candidates may cite evidence relating to GCSE and A Level results, access to higher education, diagnosis as having Special Educational Needs, reading ability, rate of school exclusions or affiliation to anti-school subcultures. Health – Women fare better than men on a number of measures of health, including life expectancy (about 4 years shorter in the UK), men develop heart disease about 10 years earlier than women. The male suicide rate (15.4 per 100,000) is more than 3 times the rate of females (4.9 per 100,000) (ONS 2019). Men are more likely to develop alcohol and drug addiction problems. According to addictioncenter.com, 11.5% of boys and men over 12 have a substance use disorder, compared to 6.4% of women and girls. Males had a significantly higher rate of death due to COVID-19; the age-standardised mortality rate (ASMR) for males in England was 781.9

		<p><i>way with two well-developed points or two ways with one developed point in each.</i></p> <p>Level 2: 3-4 marks The candidate shows a basic knowledge and understanding of at least one way in which women in the UK are advantaged compared to men. 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. <i>There will typically be two underdeveloped/unsubstantiated points or one developed point</i></p> <p>Level 1: 1–2 marks The candidate shows limited knowledge and understanding of ways that women in the UK are advantaged compared to men. 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 basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. <i>There will typically be one or two undeveloped/unsubstantiated points or a vague representation.</i></p> <p>0 marks No relevant knowledge or understanding</p>		<p>deaths per 100,000 males compared with 439.0 deaths per 100,000 females.</p> <ul style="list-style-type: none"> • Work and employment – According to HSE figures for 2017/18 men are 23 more times likely to suffer a fatal accident in their workplace than women. Women spend less time in paid employment than men, about 4 hours per day compared to 6 hours per day for men (UK Time Use Survey, 2014/15). Men tend to do the least desirable and most dangerous jobs and those with least pay and security (Benatar, 2012) in comparison to women. • Family life – According to Warin (1999) men feel under pressure to be ‘superdads’ attempting to juggle the role of provider with the emotional support role. UK fathers work the longest hours in Europe, averaging 46.9 hours per week (EOC, 2007). Mothers tend to be able to spend more time with children than fathers because of shorter working hours and struggle less to get flexible working hours or maternity leave from employers. Men are less likely to be granted custody of children following separation or divorce. • Crime and criminal justice – The chivalry thesis put forward by some sociologists suggests that police and courts tend to treat women more leniently. Men generally fare worse in the criminal justice system than women. Men are more likely to be arrested (85% of those arrested) and imprisoned (95% of the prison population) (ONS, 2019). In 2019, the average custodial sentence length for male offenders was 19.7 months compared to 11.3 months for female offenders. In 2019/20, 3.9% of males were victims of personal crime, compared to 3.4% of females. In 2018/19, 64% of victims of homicide were male and 36% were female.
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Question	Answer	Marks	Guidance
6	<p>* Assess radical feminist explanations of gender inequalities in UK society.</p> <p>AO1: Knowledge and understanding</p> <p>Level 3: 5-6 marks</p> <p>The candidate shows an excellent knowledge and understanding of radical feminist explanations. 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><i>There will typically be three well-developed knowledge points, or two well-developed points and one underdeveloped point towards the bottom of the level.</i></p> <p>Level 2: 3–4 marks</p> <p>Candidates display a good knowledge of radical feminist explanations. 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><i>There will typically be two developed knowledge points or a wider range of underdeveloped points. Towards the bottom of the level, there may be one developed and one underdeveloped point (showing some range and depth).</i></p> <p>Level 1: 1–2 marks</p> <p>Candidates display a basic knowledge and understanding of radical feminist explanations. Knowledge is likely to be narrow, 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><i>There will typically be one developed point or two underdeveloped /unsubstantiated points. At the bottom of the level answers are likely to be generalised.</i></p> <p>0 marks</p> <p>No relevant sociological knowledge or understanding.</p>	20	<p>Candidates might cite studies such as the following in support of radical feminism:</p> <ul style="list-style-type: none"> • Millett • Ti-Grace Atkinson • Delphy and Leonard • Johnson • Firestone • Dworkin • Heidensohn • Stanko • Mulvey <p>In support of the view candidates might also consider empirical evidence for example:</p> <ul style="list-style-type: none"> • Work and employment e.g. the gender pay gap, the glass ceiling, sexual harassment in the workplace and discrimination against women in recruitment and promotion, vertical and horizontal segregation of labour market. • Wealth, income and poverty – Women more likely to have lower incomes, own less wealth and more likely find themselves in poverty. • Women less likely to experience upward social mobility (Li and Devine 2011). Fewer women in elite/powerful positions reflecting patriarchal nature of society. • Radical feminist studies of family life e.g. of domestic labour, domestic violence, control of finances, decision making etc. showing degree to which women are disadvantaged by patriarchy. • Radical feminist studies of mass media e.g. Mulvey on the male gaze or Tuchman on symbolic annihilation of women.

	<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 explanations in a good but implicit way.</p> <p>Level 1: 1 mark Candidates apply evidence for and/or against the explanations 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 related to radical feminist explanations.</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 radical feminist explanations. There will be a range of explicit evaluative points against the theory which are accurate and developed. <i>There will typically be three well-developed evaluative points, or two well-developed points and one underdeveloped point towards the bottom of the level.</i></p> <p>Level 3: 5–7 marks Candidates display a good ability to analyse and evaluate radical feminist explanations. There will be some explicit evaluative points, but these are likely to be underdeveloped. There will be range or depth. <i>There will typically be two developed evaluative points or a wider range of underdeveloped points. Towards the bottom of the level there may be one developed and one underdeveloped point (showing some range and some depth).</i></p>	<ul style="list-style-type: none"> Radical feminist studies of youth subcultures e.g. McRobbie and Garber on bedroom subculture, Reddington on females in spectacular subcultures, Lees on control of girls via peer groups. <p>In critical evaluation candidates could draw on a variety of theoretical approaches including:</p> <ul style="list-style-type: none"> Functionalism/sociobiology/New right – gender differences reflect biological differences rather than being socially constructed or resulting from patriarchy (Parsons, Wilson, Schlafly) Critiques from within feminism – Marxist feminism (RF ignores role of capitalism), liberal feminism (women are not as disadvantaged as claimed due to gradual change e.g. through legal frameworks), black feminism (RF tends to focus on issues of concern to white women, ignores women of colour/importance of racism and colonial legacy), intersectionality theory (RF tends to ignore how gender intersects with other forms of inequality). Marxism – Radical feminism’s focus on gender and patriarchy tends to ignore the role of capitalism and the much greater inequalities of social class. Preference theory (Hakim). Women’s roles based on preference rather than constraints created by patriarchy. Postmodernism/post-feminism – RF is a grand narrative which treats all women as equally disadvantaged. In 21st century women are increasingly able to exercise choice and individualism. <p><i>There is some debate on the distinction between radical feminism and other forms of feminism so examiners will need to use judgement as to which feminist studies should be used for or against the view. E.g. McRobbie and Garber could be used to support radical feminism or in evaluation because of</i></p>
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