

**Modified Enlarged 24pt
OXFORD CAMBRIDGE AND RSA EXAMINATIONS**

Friday 9 June 2023 – Morning

A Level Sociology

**H580/02 Researching and understanding
social inequalities**

**Time allowed: 2 hours 15 minutes
plus your additional time allowance**

**YOU MUST HAVE:
the OCR 12-page Answer Booklet**

READ INSTRUCTIONS OVERLEAF



INSTRUCTIONS

Use black ink.

Write your answer to each question in the Answer Booklet. The question numbers must be clearly shown.

Fill in the boxes on the front of the Answer Booklet.

Answer all the questions.

INFORMATION

The total mark for this paper is 105.

The marks for each question are shown in brackets [].

Quality of extended response will be assessed in questions marked with an asterisk (*).

ADVICE

Read each question carefully before you start your answer.

BLANK PAGE

SECTION A

SOURCE A

The UK gender pay gap, 2019

Occupation	Average hourly earnings for women and men (£)	Gender pay gap by percentage points	Change from 2018
➤ Managers, directors and senior officials	22.07	15.9%	+2.0%
Professional occupations	21.11	10.1%	-1.6%
Associate professional and technical occupations	16.28	11.0%	-0.9%
Skilled trades occupations	12.79	22.4%	-1.8%
Administrative and secretarial occupations	12.03	4.9%	-1.6%

Process, plant and machine operatives	11.22	18.1%	-0.8%
Sales and customer service occupations	10.07	4.4%	-0.3%
Caring, leisure and other service occupations	10.00	8.0%	+0.1%
Elementary occupations*	9.53	11.0%	-0.2%

↻ Adapted from ONS (2019)

The table shows the UK gender pay gap for median (average) gross hourly earnings (excluding overtime) for full-time employees by occupation group for the year ending April 2019.

The gender pay gap is the percentage difference between average earnings for men and those for women. For example, a 10% gender pay gap would mean that men in an occupational area earn on average 10% more per hour than women.

Where it is a negative figure, the figure for the change from 2018 shows by how many percentage points the gender pay gap narrowed between 2018 and 2019. There are two occupational areas where the change is a positive figure and this shows that the gender pay gap actually widened in these occupations.

***Elementary occupations are roughly equivalent to what used to be called unskilled occupations.**

SOURCE B

Qualitative research by a female academic on football hooliganism

Emma Poulton carried out fieldwork using a range of qualitative data collection methods (including in-depth interviews, informal interviews and participant observation) with a group of 'retired' football hooligans, who were 'active' during the late 1970s to early 1990s. 'Football hooliganism' is a term referring to the behaviour of predominantly young men who engage in behaviour ranging from verbal abuse and aggressive body language, through to more violent actions, such as fighting and rioting in and around football matches. They are often involved in organised gangs who follow a particular football club, known as 'firms'.

5

10

15

Poulton had two main subjects, who acted as gatekeepers. For the purpose of anonymity, she gave them the pseudonyms of Chris and

20

Dave. Chris and Dave were both in their late forties/early fifties and were recognised ‘top boys’ (leading figures) in their respective hooligan ‘firms’. The interviews with Dave were face-to-face in pubs and bars, whereas the interviews with Chris mainly took place over the phone. Participant observation was also undertaken with Chris’s ‘firm’ (including hooligans active today and those retired) at a pre-screening of a hooligan-related film, in which they acted as extras. 25
30
35

Poulton kept a research diary throughout her fieldwork which she drew upon in discussing her research. Reflexivity involves researchers reflecting upon the research process in order to assess the effect of their presence and their research techniques on the nature and extent of the data collected. For example, one of the issues which Poulton reflects on throughout her research is the difficulties she faced as a female researcher in a hyper-masculine subculture and the techniques she used to overcome these difficulties. 40
45
50

Poulton had initially thought that the world of football hooliganism would be impossible for her to research as a female academic but after responding to an email she received promoting a series of events ('The Real Football Factories Live') involving retired hooligans, she made contact with Chris who became one of her key informants. Poulton describes in her research diary how she worried about what to wear at her first meeting with the hooligans. She did not wish to appear to be too masculine by dressing like one of them, but she also did not want to dress in a way which would attract unwanted male attention. In the end, she opted for a fitted, short-sleeved, navy and white, designer checked blouse, a pair of smart boot-cut jeans and a pair of sandals, which revealed her painted toenails. This seemed to work as Dave, one of the key informants, congratulated her on her good taste in clothes, pointing out they were wearing very similar shirts.

55

60

65

70

75

Poulton acknowledges that there were difficulties as a female researcher in

first gaining access to a hyper-masculine subculture; second, entering and developing rapport in the subculture; and third, in presenting herself as a woman in the hyper-masculine field. She had to continuously consider how she presented herself and manage her image. However, she also suggests that her statuses of being an academic and female were sometimes actually useful research tools that helped her to develop a form of rapport with some of her hooligan subjects and encouraged more open discussions than she would have experienced if she had been a male researcher.

80

85

90

95

Adapted from: Emma Poulton (2012) Doing Gendered Research: Methodological Reflections on Being a Female Academic Researcher in the Hyper-Masculine Subculture of ‘Football Hooliganism’, ‘Sociological Research Online’, 17 (4) 4

- 1 Using data from SOURCE A, summarise TWO patterns or trends in the gender pay gap in the UK workforce. [4]**

- 2 With reference to SOURCE B, explain TWO reasons why reflexivity might be important to sociologists in their research. [6]**

- 3 With reference to SOURCE A, explain TWO limitations of using quantitative data on the UK gender pay gap for measuring the extent of progress towards gender equality. [10]**

- 4* Using SOURCE B and your wider sociological knowledge, explain and evaluate the use of qualitative methods for researching football hooliganism. [25]**

SECTION B

5* Outline ways in which ethnic inequalities still exist in the UK today. [20]

6* Assess the sociological view that social inequalities are functional for society. [40]

END OF QUESTION PAPER

OCR
Oxford Cambridge and RSA

Copyright Information

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download from our public website (www.ocr.org.uk) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact The OCR Copyright Team, The Triangle Building, Shaftesbury Road, Cambridge CB2 8EA.

OCR is part of Cambridge University Press & Assessment, which is itself a department of the University of Cambridge.