GCE

Sociology

H180/02: Researching and understanding social inequalities

AS Level

Mark Scheme for June 2023

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2023

PREPARATION FOR MARKING : RM Assessor[3]

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 RMA[3] 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 RMA[3] 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 RMA[3] 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 RMA[3], 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 RMA[3] **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
KU	Knowledge and understanding point Q2 - 4: strength of the method
CON	Q4: use of methodological theory Optional: Sociological or methodological evidence: concepts / statistics / social policy / theory
DEV	Developed Point: fully explained in a relevant way / detailed
∧	Underdeveloped: partially explained, requiring more depth
APP	Q1 - 4: To indicate data taken from the source or explicit engagement with the source
EVAL	Q4: Weakness of the method Q6: critical evaluation point
JU	Juxtaposition of alternative theories / ideas without direct explicit evaluation
L	Lip service
U	Unsubstantiated/ undeveloped/ implicit / accurate without explanation/ substantiation
?	Unclear/confused/lacks sense not creditable/inaccurate
⁒	Not clearly focused on question set: tangential – sociological but not directly relevant
REP	Repetition
.... Highlight	Q5 highlight each example
BP	Blank Page
EG	Example/Reference
IRRL	Irrelevant
SEEN	Noted, but no credit given

Section A

Question			Answer	Marks	Guidance
1			**Using data from Source A, describe two conclusions that could be drawn about patterns of unpaid work performed by men and women in the UK in 2015.** **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 unpaid work performed by men and women in the UK in 2015. At this level, both will be supported by data from the source. **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. At this level answers will typically draw two conclusions but may only support one of them with data from Source A. **Level 2: 2 marks** Basic ability to interpret the data in Source A. Typically, responses will be partial, for example only one conclusion may be fully supported with data or two conclusions with neither supported by data. **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 referring to a trend. **0 marks** No relevant application.	**4**	Examples of possible responses might be: • Women typically perform much more unpaid work overall than men, on average about 25 hours per week for women and less than 15 hours for men. • Men do more hours of work than women in just one category, transport, with 7.2 hours per week for men and 5.8 hours for women in all other categories women perform more hours of work than men. • The most significant differences in levels of unpaid work between women and men can be seen in the categories of cooking and childcare. In both these categories women perform over twice as much unpaid work as men. • Both men and women perform most hours of work on cooking (7.2 for women and 3.6 for men) and transport (5.8 for women and 7.2 for men) and least on volunteering (0.4 and 0.2) and adult care 0.3 and 0.2). 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.

	Question			Answer	Marks	Guidance
2				**With reference to Source B, explain why there might be advantages in repeating a social survey based on structured interviews every year.** **AO1 Knowledge and Understanding** **Level 3: 5–6 marks** Candidates display an excellent and wide-ranging knowledge and understanding of why there might be advantages in repeating a social survey every year. 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. *There will typically be two well-developed points or three underdeveloped points, with some use of methodological concepts/theory.* **Level 2: 3–4 marks** Candidates will display good knowledge and understanding of why there might be advantages in repeating a social survey every year. 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. *There will typically be one well-developed idea or two underdeveloped ones or three undeveloped ideas.* **Level 1: 1–2 marks** Candidates will display basic knowledge and understanding of why there might be advantages in repeating a social survey every year. 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.	9	Candidates should show an understanding of what is meant by a social survey and may make reference to the concept of longitudinal research. Examples of possible responses might include the following: • Longitudinal research allows researchers to see trends and monitor social changes, for example a decrease in the proportion of young people concerned about the cost of higher education. • Repeating research allows researchers to see if research is reliable as it should produce consistent results over a number of years. • Researchers can evaluate the impact of government policies, for example the impact of the abolition of maintenance grants on students' attitudes to higher education. • Researchers can evaluate changes in the importance of social inequalities in an area of social life, for example the research referred to evidence of social class, gender and ethnic differences in attitudes to higher education. Candidates should be rewarded for application when they use evidence from the source to support their points.

There will typically be one or two undeveloped/unsubstantiated points or a vague representation.

0 marks
No relevant sociological knowledge or understanding.

AO2 Application
Level 3: 3 marks
Candidates will make explicit reference to issues relating to why there might be advantages in repeating a social survey every year using information from Source B.
Typically, there will be 2 clear applications of the source

Level 2: 2 marks
Candidates will make partial reference to Source B.
Typically using just one piece of data from the source.

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.

0 marks
No relevant application.

Question			Answer	Marks	Guidance
3			**With reference to Source A, explain why quantitative data might be useful to sociologists studying gender inequalities in the UK.** **AO1 Knowledge and understanding** **Level 4: 7–8 marks** Candidates display an excellent knowledge and understanding of why quantitative data on patterns of unpaid work might be useful to sociologists studying gender inequalities in the UK. 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. *At the top of the level 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* **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 they 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. *There will typically be two well-developed points at the top of the level or three underdeveloped points with some use of methodological concepts/theories at the bottom of the level.* **Level 2: 3–4 marks** Candidates display basic knowledge and understanding, which will be lacking range and depth. Typically concepts/theory will be undeveloped, unsubstantiated, partial, implicit and/or confused. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. *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.*	12	Candidates should show understanding of the concepts of quantitative data and gender inequalities Responses may include the following: • Quantitative data allows researchers to measure inequalities with precision, for example these data show how much more unpaid work is undertaken by women compared to men. • Positivists might see quantitative data as more scientific as it has been collected using objective methods such as questionnaires. • Quantitative data is likely to be representative as it is usually obtained using some kind of scientific sampling method. • Quantitative data is usually generalisable. Thus the HETUS data is only collected from a sample of the population but should be generalisable to the whole UK population. • Quantitative research is likely to be reliable as finding of research can usually be replicated and tested by other researchers. For example, another researcher could measure patterns of unpaid work using similar methods so see if results were consistent. • If quantitative data is collected in the same way over a number of years it allows researchers to measure trends over time (longitudinal data), for example to establish whether women's and men's hours of unpaid work are becoming more equal. • Quantitative data may be collected from different areas or countries , for example HETUS data is collected from different European countries so researchers could compare data from UK with other parts of Europe. Any other reasonable response should be credited

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.
There will typically be one undeveloped/ unsubstantiated point or a vague representation.

0 marks
No relevant sociological knowledge or understanding.

AO2 Application
Level 4: 4 marks
Candidates display an excellent ability to apply Source A and their wider sociological knowledge to this question, focusing specifically on gender inequalities.
Typically, there will be 3 clear applications of the source.

Level 3: 3 marks
Candidates display good ability to apply Source A and their wider sociological knowledge to the question.
Typically, there will be 2 clear applications of the source.

Level 2: 2 marks
Candidates display basic ability to apply Source A and/or their wider sociological knowledge to the question.
Typically, there will be 1 clear application of the source.

Level 1: 1 mark
Candidates display limited ability to apply Source A and/or their wider sociological knowledge to the question.
Typically, application of the source will be unclear or just lip service.

0 marks
No relevant application.

Question	Answer	Marks	Guidance
4	**Using Source B and your wider sociological knowledge, explain and evaluate the use of structured interviews gathered online to investigate young people's attitudes towards going to university.** **AO1 Knowledge and understanding** **Level 3: 5–6 marks** Candidates display an excellent knowledge and understanding of the use of online structured interviews to investigate young people's attitudes towards going to university. 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. *At the top of the level, there will typically be three well-developed concepts 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.* **Level 2: 3–4 marks** Candidates will display good knowledge and understanding of online structured interviews to investigate young people's attitudes towards going to university. 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. *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 idea or two underdeveloped ideas.* **Level 1: 1–2 marks** Candidates show a basic knowledge and understanding of online structured interviews to investigate young people's attitudes towards going to university. The response may be partial and confused without a core understanding of structured interviews. The information is basic and communicated in an unstructured way. The information is	20	In positive evaluation responses may include the following positive points: • Positivists would see this type of research as more scientific and objective as it uses standardised questions rather than relying on the subjective interpretations of the researcher. • Reliability – It is possible to replicate this type of research so other researchers can test its findings to see if their own conclusions are consistent with it. • Representativeness/sampling – The study was based on a random sample of schools and included 2,809 children so has a good chance of being representative of all children in this age group in England and Wales. • Generalisability – If the research is representative it should be possible to generalise findings from the sample, for example the Sutton Trust could claim that their research is generalisable to all young people aged 11-16 and use this to make representations to the government. • Quantitative data – This type of research yields quantitative data which allows researchers to see patterns and trends, for example differences between social classes or changes over time in concerns about student finance. • Subjectivity/bias – Because the research was online there is less chance of interviewer bias and other forms of influence by the researcher on the outcomes of the interviews. • Ethics – This type of research is likely to be ethical as participants know they are being researched and can give informed consent. Parents and schools are also likely to be asked for consent. • Time and cost – Because research was done on line it could save time and money, for example

supported by limited evidence and the relationship to the evidence may not be clear.
Typically, there will be one underdeveloped idea or one or more undeveloped ideas without methodological concepts and theory.

0 marks
No relevant sociological knowledge or understanding.

AO2 Application
Level 3: 5–6 marks
Excellent application skills. Candidates will relate the use of on-line structured interviews to the context of the research in Source B in a consistent and explicit way.
Typically, there will be at least 3 or 4 clear and explicit applications of the source.

Level 2: 3–4 marks
Good application skills. Candidates will relate the use of on-line structured interviews 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.
Typically, there will be 2 clear and explicit applications of the source or a wider range of applications which are less clear or explicit

Level 1: 1–2 marks
Basic ability to relate the use of on-line structured interviews to the context. Responses are likely to be generalised without referring to the specific context.
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.

0 marks
No relevant application

researchers would not need to travel to undertake interviews. This could also mean a potentially larger and more representative sample.

In application candidates should link points to the context of the source material to support evaluation points as in examples above.

Possible criticisms/negative evaluation.
- Interpretivists would argue that online structured interviews are less likely to achieve rapport with participants than face to face interviews because there is less opportunity to build trust and make respondents feel relaxed.
- Validity – Respondents may give invalid responses in this type of interviewing because they are in a formal situation in school and are only interacting with the researchers online.
- As the research is based on quantitative data it lacks the rich, detailed and descriptive account of the lives of the group under study (which would be available from qualitative data).
- Subjectivity – This type of research lacks the verstehen of more qualitative/ethnographic studies where researchers get the opportunity to experience the activities and feelings of those under study and interact with them over a period of time.
- Bias – This type of research is designed by the researchers who also frame the objectives and decide the wording of questions. Results of the research may therefore reflect the concerns of those carrying out the research rather than of those who respond to the survey.
- Ethics – Although the research may have obtained informed consent, the subjects of the research were not really fully involved in the research or

AO3 Analysis and Evaluation
Level 4: 7–8 marks
Candidates display an excellent ability to analyse and evaluate the use of on-line structured interviews 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.
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.

Level 3: 5–6 marks
Candidates display a good ability to analyse and evaluate the use of on-line structured interviews 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.
There will typically be three developed evaluative points or a wider range of underdeveloped points. Both strengths and weaknesses should be included.

Level 2: 3–4 marks
Candidates display a basic ability to analyse and evaluate the use of on-line structured interviews. 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.
There will typically be two ideas (strengths or weaknesses), at the top of the level there will typically be two developed points, at the bottom of the level there is likely to be two underdeveloped points.

Level 1: 1–2 marks
Candidates display a limited ability to analyse and evaluate the use of on-line structured interviews. Typically, the response will be minimal relying on only one idea, assertive, and/or tangential to the question.
Typically, the response will be minimal relying on only one idea and/or assertive.

treated as equals by the researchers as advocated by some feminists and interpretivists

Any other relevant points should be rewarded.

Typically, at this level candidates are unlikely to consider more than one developed evaluation point, at the bottom of the level points will likely be undeveloped or assertive.

0 marks
No relevant analysis or evaluation.

Question			Answer	Marks	Guidance
5			**Outline two ways in which women in the UK have worse life chances than men.** **AO1: Knowledge and understanding** **Level 4: 8-10 marks** The candidate shows a wide ranging AND excellent knowledge and understanding of ways in which women in the UK have worse life chances than men. 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. *There will typically be four well-developed knowledge points or three well-developed points and one underdeveloped point towards the bottom of the level.* **Level 3: 5-7 marks** The candidate shows a good knowledge and understanding of ways in which women in the UK have worse life chances than 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 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	**10**	Candidates should show an understanding of the concept of life chances. There are a wide range of possible ways to respond to this question and candidates are only expected to explore some of these. Possible areas of knowledge might include: • Life chances in employment e.g. knowledge of patterns in relation to proportions of higher or lower status/skilled jobs (ONS stats, Fawcett Society), in different sectors of employment, horizontal segregation of the workforce. • Evidence of discrimination in the workplace or other social settings leading to women having less chance of promotion or other advancement. Concepts such as glass/concrete ceiling and vertical segregation. • Family life and unpaid work – Women do more unpaid work and face more domestic responsibilities thus limiting opportunities to pursue careers or other interests. • Life chances in relation to acquisition of wealth and higher incomes (UK Feminista, Low Pay Commission). • Power and elites – women less likely to have access to positions of power and elite positions

most-part relevant and supported by some evidence.
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 way with two well-developed points or two ways with one
developed point in each.

Level 2: 3-4 marks
The candidate shows a basic knowledge and understanding of at least
one way in which women in the UK have worse life chances than 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.
There will typically be two underdeveloped/unsubstantiated points or
one developed point.

Level 1: 1–2 marks
The candidate shows limited knowledge and understanding of ways
that women in the UK have worse life chances than 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.
There will typically be one or two undeveloped/unsubstantiated points
or a vague representation.

0 marks
No relevant knowledge or understanding

in organisations e.g. stats on MPs/government,
company directors, judges, etc.
- Comparison of chances of suffering poverty of
women compared to men (Chants, DWP,
Women's Budget Group, Trussell Trust).
- Chances of undergoing upward social mobility (Li
and Devine, Savage)
- Life chances in relation to education e.g. hidden
curriculum (Francis), gender differences in
subject choice (DfE stats), under-representation
of females in STEM subjects, under-achievement
of white working class girls (Archer).
- Negative or narrow representations of women in
mass media leading to stereotyping and
discrimination (`Mulvey, Tuchman, Ferguson).
- Gender socialisation eg Oakley how girls'
socialisation leads to canalisation etc.

Question	Answer	Marks	Guidance
6	**Assess the view that capitalism is the main cause of social inequality in the UK.** **AO1: Knowledge and understanding** **Level 3: 5-6 marks** The candidate shows an excellent knowledge and understanding of the view. 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. *There will typically be three well-developed knowledge points, or two well-developed points and one underdeveloped point towards the bottom of the level.* **Level 2: 3–4 marks** Candidates display a good knowledge of the view. 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. *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).* **Level 1: 1–2 marks** Candidates display a basic knowledge and understanding of the view. 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. *There will typically be one developed point or two underdeveloped /unsubstantiated points. At the bottom of the level answers are likely to be generalised.*	20	Candidates might cite studies such as the following in support of the statement: • Marx • Westergaard and Resler • Braverman • Gramsci • Sklair In support of the view candidates might also consider empirical evidence for example: • Data about distribution of wealth and income and how wealth and income is skewed towards member of the ruling class under capitalism. Widening of economic inequalities linked to growing power of elites in capitalist societies. • Continued existence of relative poverty due to failure to tackle class inequalities inherent in capitalist society (Townsend). • Evidence of closure in elite positions e.g. dominance of privately educated in elites. • Evidence that social inequality is more marked and problematical in more free market capitalist societies (Wilkinson and Pickett). • Evidence concerning class reproduction within capitalist societies (e.g. Willis, Bowles and Gintis on education, Crompton on families, Bourdieu on capitals) In critical evaluation candidates could draw on a variety of theoretical approaches including: • Functionalism (not capitalism but fulfilling needs of industrial society, inequalities are meritocratic).

0 marks
No relevant sociological knowledge or understanding.

AO2: Application
Level 3: 4 marks
Candidates apply evidence for and against the view in an excellent and explicit way.

Level 2: 2–3 marks
Candidates apply evidence for and against the view in a good but implicit way.

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 gender equality/inequality but are not directly related to the view.

0 marks
No relevant application

AO3 Analysis and evaluation
Level 4: 8–10 marks
Candidates display an excellent ability to analyse and evaluate the view. There will be a range of explicit evaluative points against the view which are accurate and developed.
There will typically be three well-developed evaluative points, or two well-developed points and one underdeveloped point towards the bottom of the level.

Level 3: 5–7 marks
Candidates display a good ability to analyse and evaluate the view. There will be some explicit evaluative points, but these are likely to be underdeveloped. There will be range or depth.
There will typically be two developed evaluative points or a wider range of underdeveloped points. Towards the bottom of the level there may

- Different forms of feminism (focus on class inequality ignores gender inequalities, role of patriarchy)
- Weberian theory (role of social closure, status groups, ability of parties outside the ruling class to exert influence)
- New Right (Marxism ignores positive aspects of capitalism/oppressive aspects of communism, reducing inequality can be dysfunctional, eg welfare and rise of the underclass).
- Postmodernism (Marxism is out of date. New divisions are based on consumption/cultural identities rather than divisions linked to capitalism and means of production).

In critical evaluation candidates may also question the view in different ways
- By questioning whether class inequalities are still that significant e.g. increase in absolute social mobility, widening of educational opportunities, embourgeoisement of the working class etc.
- By questioning whether class inequalities are attributable to capitalism e.g. evidence of inequalities in communist societies, social inequality as a natural state.

be one developed and one underdeveloped point (showing some range and some depth).

Level 2: 3–4 marks
Candidates display a basic ability to analyse and evaluate the view.
There will be a lack of range and depth of evaluative points and responses are likely to be partial, confused undeveloped or juxtaposed.
There will typically be one developed point or two underdeveloped/unsubstantiated /juxtaposed points.

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.
Typically, at this level candidates are likely to offer just one or two undeveloped/unsubstantiated /limited evaluation points.

0 marks
No relevant analysis or evaluation.

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on

01223 553998

Alternatively, you can email us on

support@ocr.org.uk

For more information visit

ocr.org.uk/qualifications/resource-finder

ocr.org.uk

Twitter/ocrexams

/ocrexams

/company/ocr

/ocrexams

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please contact us.

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our Expression of Interest form.

Please get in touch if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.