

GCE

Sociology

H580/02: Researching and understanding social inequalities

A Level

Mark Scheme for June 2025

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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 ASSESSOR**

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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** 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 RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% 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 or the RM Assessor messaging system, or by email.

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 RM assessor, 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 there, then add the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. There is a NR (**No Response**) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

8. The RM Assessor **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: for example, studies or theories or concepts.
	Developed Point: fully explained in a relevant way/detailed (L4)
	Underdeveloped: Partially explained, but requiring more depth (L3)
	Unsubstantiated/undeveloped/implicit/accurate without explanation/little supporting evidence/knowledge (L2)
	Sociological or methodological evidence: concepts / statistics / social policy Question 3, 4: Methodological concept or idea Question 5: Source of evidence/name of sociologist/concept or key term/theory/statistic
	Application/Interpretation Question 1, 2, 3 and 4: To indicate data taken from the source or explicit engagement with the source.
	Lip service (Q2, 3, 4)
	Evaluation
	Example/Reference
	Juxtaposition of theories without direct evaluation
	Unclear/confused/lacks sense/inaccurate/incorrect in relation to a specific point
	Irrelevant: not related to the topic area and/or non-sociological
	Repetition
	Whole section not focused on question/inaccurate/irrelevant/not creditable
	Where a page has writing on, but it is not worthy of any credit.
	Q1 - conclusion cited Q2 - problem cited Q3 and 4 - use of methodological theory Q5 - area of inequality

12. Subject Specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the texts which candidates have studied
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet Instructions for Examiners. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

Section A

Question	Answer	Marks	Guidance
1	Using data from Source A, outline two conclusions that sociologists could reach about the experience of upward social mobility. <u>AO2: Application</u> Level 4: 4 marks The candidate shows an excellent ability to clearly and accurately draw two conclusions about the experience of upward social mobility. At this level both conclusions should explicitly refer to data in the source. Level 3: 3 marks The candidate shows a good ability to draw two conclusions about the experience of upward social mobility. At this level answers will typically summarise two conclusions but may only explicitly apply data in relation to one of them. Level 2: 2 marks The candidate shows a basic ability to interpret the data. Candidates will typically identify two conclusions but will fail to explicitly apply examples from the source or they will clearly identify one conclusion and support it with relevant information from the source. Level 1: 1 mark The candidate shows a limited ability to interpret data, for example by attempting to outline a conclusion which lacks clarity or by citing one or more pieces of data from the source with a limited attempt to interpret it or draw a conclusion. 0 marks No ability to interpret data shown, e.g. the candidate misunderstands the data or interprets it entirely inaccurately.	4 (AO2 1b)	Candidates should identify two conclusions from the source which are supported by the data, for example: - Some respondents felt a sense of inferiority because they came from a working class background. For example, Nora says she would never dream of applying for a job at a higher grade, while Nigel says he feels he has to shut up and know his place. - Some respondents felt they needed to hide the social class they had originated from. For example, Danielle says she tries to speak with less of a strong working class accent while Kate says she might drink wine rather than beer to fit in. - Some respondents acknowledged the disconnection between the culture of their working class backgrounds and the middle-class culture of their working environment. For example Kate comments on drinking wine rather than beer. - Some respondents felt uncomfortable due to the clear differences in speech codes. For example Danielle says she is quite self-conscious about how she spoke due to her working class accent - Any other reasonable conclusion should be credited, so long as it is supported by the data in the source. However, candidates need to summarise data in some way or identify a theme in order to draw a conclusion, rather than merely lifting quotes from the source.

Question	Answer	Marks	Guidance
2	With reference to Source B, explain two problems with government-funded research. <u>AO1: Knowledge and understanding</u> 2 marks: The candidate shows a clear understanding of two problems with research funded by a government organisation. 1 mark: The candidate clearly explains one reason or shows a partial understanding of two reasons. 0 marks: No relevant knowledge or understanding. <u>AO2: Application</u> Level 4: 4 marks The candidate shows an excellent ability to apply evidence with a clear ability to support both reasons with material from Source B. Level 3: 3 marks The candidate shows a good ability to apply evidence from Source B, for example by showing a clear ability to support one reason and some evidence to support a second, this is likely to be lip service. Level 2: 2 marks The candidate shows a basic ability to apply evidence from Source B, for example by using evidence to clearly support one of the reasons cited or showing some ability to support two reasons but with merely lip service to the source. Level 1: 1 mark The candidate shows a limited ability to apply evidence from Source B to support at least one reason. Typically reference made to the source is likely to be lip service only and refer to only one reason. 0 marks: No relevant application of material from the Source.	6 2 AO1 2a/2b 4 AO2 1b	Examples of problems with research funded by a government organisation. - Those carrying out research have to design research to fit in to specifications of government organisations such as the Social Mobility Commission. How the research is designed may influence the findings of the research reflecting what the organisation funding it wants to show. - According to positivist sociologists, sociological research is supposed to be objective and value free, however, if it is funded by a government organisation then the values of that organisation may influence the questions which are seen as important in the research and thus it may lack objectivity. For example, the two viewpoints presented to respondents mentioned in the last paragraph were chosen by those designing the research and may represent what was seen as important for the Social Mobility Commission. - Governments will want to prove that their governance is positive and social mobility is possible. Therefore what the government publish from the questionnaire may be manipulated to make themselves look like they have created an open society. - Potential sample participants may be reluctant to participate due to scepticism or antipathy towards governments in general, or the motivations of a specific government, leading to small sample size - Interpretivists may argue that research funded by the government is often a purely statistical exercise which fails to offer real <i>verstehen</i> or understanding of the meanings attached to social inequalities by those who are being studied. - Marxist sociologists might argue that the Social Mobility Commission is funded by the government and its remit is

			not to address the fundamental inequalities I capitalist society but only to consider minor changes to the system which offer the appearance of greater equality of opportunity. • Any other reasonable response should be credited.
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Question	Answer	Marks	Guidance
3	With reference to <u>Source A</u>, explain one advantage and one disadvantage of using semi-structured interviews to understand the experience of upward social mobility. <u>AO2: Application</u> Level 4: 4 marks The candidate shows an excellent ability to apply data from Source A in answering the question. There is a clear application of source material in relation to both the advantage and the disadvantage identified. Level 3: 3 marks The candidate shows a good ability to apply data from Source A in answering the question. There is an attempt to apply the source material in relation to both the advantage and the disadvantage but it is likely to be clearer in relation to one than the other. Level 2: 2 marks The candidate shows a basic ability to apply data from Source A in answering the question. There is a clear application of source material in relation either the advantage or the disadvantage or a less clear attempt to apply data to both with lip service. Level 1: 1 mark The candidate shows a limited ability to apply data from Source A in answering the question. There will be some attempt to apply at least one aspect of the data but it will lack clarity and it likely to be lip service only. 0 marks No relevant application of data.	10 4 AO2 1b	To gain marks for application candidates must make reference to the data in Source A. Candidates who simply evaluate semi-structured interviews in general may score marks for evaluation but not for application. Possible advantages might include: • Reference to interpretivist theory and preference for qualitative data as more likely to provide meanings and verstehen, e.g. the quotes help us to understand the subjective experiences of people who have undergone upward mobility. • Qualitative research based on semi-structured interviews is likely to be valid as respondents have a chance to express their experiences and feelings in their own words rather than, for example, simply selecting from coded responses in a questionnaire. • Ability to establish rapport with subjects which may mean they are more forthcoming in their responses and researchers are better able to understand their viewpoint. • Subjectivity as an advantage e.g. rather than simply looking at patterns of social mobility in statistics, this kind of research examines feelings and emotions of respondents who have to move from one social class to another. • Ability to analyse qualitative data thematically e.g. although researchers cannot analyse statistical patterns they can see broad themes and similarities in the responses of interviewees e.g. the sense that it may be quite difficult being an outsider when joining a new social class. Possible disadvantages might include: • References to positivist theory and the fact that qualitative data, such as that in the source, is less useful in

	<u>AO3: Analysis and evaluation</u> Level 4: 5–6 marks The candidate shows an excellent ability to evaluate the use of semi-structured interviews to understand the experiences of people who have undergone upward social mobility by considering both an advantage and a disadvantage. <i>Both points should be clearly developed and supported by methodological concept(s) and/or theory with reference to the experiences of people who have undergone upward social mobility. At the bottom of the level, one is likely to be less developed.</i> Level 3: 4 marks The candidate shows a good ability to evaluate the use of semi-structured interviews to understand the experiences of people who have undergone upward social mobility by considering an advantage and a disadvantage. <i>The development of the evaluation is likely to be uneven in terms of coverage of the two points with one idea should be developed with methodological concepts and/or theory.</i> Level 2: 2–3 marks The candidate shows a basic ability to evaluate the use of semi-structured interviews to understand the experiences of people who have undergone upward social mobility by considering both an advantages and a disadvantage with a less developed evaluation of both. <i>Methodological concept(s) may be undeveloped or implicit. OR the candidate may consider only either an advantage or a disadvantage, offering a clear and developed evaluation point supported by methodological concept(s) and/or theory. At the bottom of the level there is likely to be one underdeveloped point and one undeveloped point.</i> Level 1: 1 mark The candidate shows a limited ability to evaluate. <i>Candidates will typically present one undeveloped evaluation focusing on an advantage or a disadvantage.</i> 0 marks: No relevant evaluation.	6 AO3 1/2	identifying patterns and trends, for example the percentage of people who shared similar experiences of upward social mobility. • A more limited ability to correlate data, for example to show a relationship between certain types of people and difficulties in dealing with moving to a higher social class. • Qualitative data often seen as too subjective and open to interpretation by positivists, e.g. grouping together quotes to suggest a common theme may reflect the subjective interpretation of the researcher/researcher imposition. • Lack of quantitative data in studies largely based on qualitative data makes it difficult to measure things precisely e.g. the number of people who undergo upward social mobility and the proportions of them who experience it in different ways. • The representativeness of such data is likely to be limited by the small size of samples as collecting data is relatively time consuming, only 20 people were actually interviewed. • The reliability of the research may be questioned as there is a high chance of some kind of interviewer effect. A different researcher carrying out the same study might find different results because of the way in which they asked their questions or even personal characteristics such as gender or ethnicity. Any other reasonable response should be rewarded. Where a candidate discusses two advantages and/or two disadvantages, both should be marked but they should only be credited for the better point.
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Question	Answer	Marks	Guidance
4*	Using Source B and your wider sociological knowledge, explain and evaluate the use of questionnaires to collect quantitative data as a means of studying attitudes towards social class inequality in the UK. <u>AO1: Knowledge and understanding</u> Level 4: 4–5 marks The candidate shows an excellent knowledge and understanding of the use of questionnaires to collect quantitative data as a means of studying attitudes towards social class inequality in the UK. The response will use a wide range of accurate concepts and methodological theory at the top of the level. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. Level 3: 3 marks The candidate shows a good understanding of the use of questionnaires to collect quantitative data as a means of studying attitudes towards social class inequality in the UK. Knowledge will have either range or depth. There will be some understanding of methodological concepts and/or theories but these may not be fully developed. Responses are generally clear and accurate, though may contain some errors. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. Level 2: 2 marks The candidate shows a basic understanding of the use of questionnaires to collect quantitative data as a means of studying attitudes towards social class inequality in the UK. The response lacks range and depth and may occasionally be unclear or inaccurate, and contain errors; however, the candidate does establish the basic meaning of longitudinal research. Knowledge and understanding of concepts may be partial, implicit, inaccurate or undeveloped. The information has some relevance and is presented with limited structure.	25 5 AO1 2a/2b	<u>AO1: Knowledge and Understanding</u> Candidates should show an understanding of what is meant by questionnaires i.e. research based on a list of questions, often with a range of pre-coded options for respondents to select their answers from. Discussion of the concepts of validity, reliability, representativeness and generalisability as well as any other relevant concepts in relation to the use of questionnaires is also expected. This should relate to consideration of the context of the research i.e. for collecting quantitative data as a means of studying attitudes towards social class inequality in the UK. The response may also relate the selection or choice of methods to the research aim. Candidates should be rewarded for appropriate understanding of the relevance of theoretical perspectives to their discussion e.g. interpretivism and positivism. <i>[ADD TEXT] Candidates should normally be awarded for AO1 in the same band as AO3.</i> <u>AO2: Application</u> Candidates are expected to apply their knowledge and understanding of the use of the use of questionnaires and how this might be applied to the study of attitudes to social class inequality in the UK. Candidates are expected to apply material drawn from the Source in answering the question. Suggestions for how the source might be applied are included in potential AO3 evaluation points below. <u>AO3 evaluation</u> Ideas for positive evaluation and application:

Level 1: 1 mark The candidate shows a limited understanding of the use of questionnaires to collect quantitative data as a means of studying attitudes towards social class inequality in the UK. The response lacks range and detail and may show considerable inaccuracy and/or lack of clarity. The candidate may simply describe an aspect of the method and/or research methods in general. 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. 0 marks: No relevant knowledge or understanding. AO2: Application Level 4: 4–5 marks The candidate shows an excellent ability to relate the source to the use of questionnaires to collect quantitative data as a means of studying attitudes towards social class inequality in the UK in an explicit way. At the top of the level application will be wide ranging. The material will be related to the question. <i>Typically 3 or 4 clear and explicit applications of the source</i> Level 3: 3 marks The candidate shows a good ability to relate the source to the use of questionnaires to collect quantitative data as a means of studying attitudes towards social class inequality in the UK. Some of the material may be more implicitly related to the question. <i>Typically 2 clear and explicit applications of the source.</i> Level 2: 2 marks The candidate shows a basic ability to relate the source to the use of questionnaires to collect quantitative data as a means of studying attitudes towards social class inequality in the UK. Explicit application is likely to be very narrow. The material is related to the question occasionally and mainly implicitly. <i>Typically 1 clear and explicit application of the source.</i> Level 1: 1 mark	5AO 2 1b	• Positivist theory: studies such as this provide objective quantifiable data which gives precise measures and can be seen as scientific, e.g. ‘almost four fifths (79%) of adults believe there is now a large gap between social classes in Britain with 34% stating that it’s a very large gap’. • Representativeness: This kind of research allows for greater representativeness because questionnaires are quick and cheap to can be distributed to a large sample. For example, in this survey the sample was based on a nationally representative sample size of 4693 people and was representative based a range of criteria, including age, gender and political interest. This meant the survey could be generalised to the whole UK population. • Objectivity: The survey was carried out by the Social Mobility Commission who would presumably try to use a social scientific approach and would seek to avoid biasing the outcome of the survey. • Reliability: The survey was based on standardised questions (for example asking people whether they were working/ middle/ upper class) which could have been replicated by another research organisation on a similar sample and would presumably produce similar results. • Lack of researcher bias: As the survey was completed on-line there was limited interaction between researchers and subjects. This would help to reduce any researcher bias and would perhaps encourage respondents to feel their responses were anonymous allowing them to give more honest and valid responses. • Validity: Asking people to respond to statements such as whether they agree there is now a large gap between social classes in Britain is a valid way of measuring people’s attitudes and strength of opinion. People’s feelings about inequality can be operationalised via
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	The candidate shows a limited ability to relate the source to the use of questionnaires to collect quantitative data as a means of studying attitudes towards social class inequality in the UK. The material is only implicitly related to the question and mainly irrelevant or of marginal relevance. <i>Typically 1 application of the source which is less clear or purely lip service.</i> 0 marks: No relevant sociological application. <u>AO3: Analysis and evaluation</u> Level 4: 12–15 marks The candidate shows an excellent ability to evaluate and analyse the usefulness of the use of questionnaires to collect quantitative data as a means of studying attitudes towards social class inequality in the UK. Responses will include a wide range of explicit and relevant evaluative (methodological and theoretical) points and may make some comparison with other methodologies. There will be a discussion of questionnaires in relation to the purpose of the research. The evaluation will be sustained, balanced and the discussion will be related to using questionnaires in this research context. At the bottom of the level the evaluation may be slightly less developed. The candidate may reach a critical and reasoned conclusion. <i>There will typically be four well-developed points with use of theory at the top of the level, or three well-developed points and one underdeveloped point towards the bottom of the level.</i> Level 3: 8–11 marks The candidate shows a good ability to evaluate and analyse the usefulness of questionnaires to collect quantitative data as a means of studying attitudes towards social class inequality in the UK. Responses will include a wide range or depth of explicit and relevant evaluative points and may make some comparison with other methodologies. Responses will raise a few clear points of evaluation but may leave these only partially developed. The evaluation is not	15 AO3 1/2/3	indicators such as their response to this kind of statement. - Quantitative data: This kind of research is based on quantitative data which is good for revealing patterns and trends. The study revealed the exact extent to which people felt social inequality in the UK was increasing, e.g. over half (56%) of all adults in the UK think that social inequality has increased as a result of the Covid pandemic - Correlations: Quantitative data also allows for correlations to be established e.g. people in London are much more likely to think the opportunities to progress in their area are 'good' (74%) compared to people in the North East (31%). - Social policy: This survey was carried out on behalf of the Social Mobility Commission which was set up and funded by the government. As such it would be likely to be well funded and would also be more likely to influence social policy. For example, the government might be encouraged to consider how social class inequalities might be reduced if it was shown there was substantial public concern about this issue. Ideas for negative evaluation and application - Interpretivist theory: this type of survey would not allow researchers to fully explore the subjective meanings and deeper experiences of subjects. Questionnaires were completed on-line and there would be no opportunity for researchers to ask respondents to clarify their answers or explore them in greater depth affecting validity of the research. - Lack of verstehen: respondents were simply asked to respond to questions which had already been decided by
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necessarily balanced. At the top of the level points start to be developed. The candidate may reach a critical but brief conclusion. <i>There will typically be three developed evaluative points or six underdeveloped points. Towards the bottom of the level there may be two developed points or four underdeveloped points with some use of concepts/theory.</i> Level 2: 4–7 marks The candidate shows a basic ability to evaluate and analyse the use of questionnaires to collect quantitative data as a means of studying attitudes towards social class inequality in the UK. Responses are likely to offer a few generalised evaluative points with little supporting evidence or argument or listing strengths and weaknesses, all undeveloped. If present, different methodological approaches are likely to be juxtaposed simply and/or implicitly. If present, the conclusion is likely to be summative. If arguments presented are one-sided, the candidate cannot exceed this level. <i>There will typically be three underdeveloped / unsubstantiated points at the top of the level. At the bottom of the level there should be at least two evaluative points but one of these is likely to be undeveloped.</i> Level 1: 1–3 marks The candidate shows a limited ability to evaluate and analyse the usefulness of questionnaires to collect quantitative data as a means of studying attitudes towards social class inequality in the UK. Responses should include at least one point of evaluation, however, this is likely to be minimal, unbalanced, assertive, or tangential to the main issue. There is unlikely to be a conclusion. <i>There will typically be one or two undeveloped/ unsubstantiated points or assertion.</i> 0 marks: No relevant sociological evaluation or analysis.	the researchers. They were not permitted to discuss their feelings about social class inequalities in their own words or decide which issues were most important to them. • Lack of deeper explanations: this type of survey is largely descriptive it tells us for example how many people identify as belonging to specific social classes and agree or disagree with specific statements but not why social class inequalities exist or are getting wider. Marxists for example would argue that this might require some kind of analysis of the working of capitalist society but this is unlikely to be considered in a piece of research sponsored by a government organisation. • Researcher imposition: The researchers decided which issues should be addressed and how. For example, they offered respondents a choice of working, middle and upper classes to identify with. Some respondents may have preferred to use other labels but these were not offered. Lack of rapport: because the researchers never met their respondents and did not interact with them in any meaningful way, they would be unlikely to develop a trusting relationship where respondents feel comfortable in disclosing embarrassing or personal information. For example, some respondents may have been reluctant to place themselves in a social class because of social desirability or a fear of being judged.
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Section B

Question	Answer	Marks	Guidance
5*	Outline ways in which gender inequalities still exist in work and employment in the UK today. <u>AO1: Knowledge and understanding</u> Level 4: 10–12 marks The candidate shows an excellent knowledge and understanding of ways in which gender inequalities still exist in work and employment in the UK today. The response demonstrates a wide range and depth of sociological evidence, theories and/or concepts material relating to at least two aspects of gender inequalities in work and employment; the material is generally accurate. At the bottom of the level evidence may be slightly less developed. 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> Level 3: 7–9 marks The candidate shows a good knowledge and understanding of ways in which gender inequalities still exist in work and employment in the UK today. The response shows knowledge and understanding which will demonstrate either depth or range relating to at least two aspects of gender inequalities in work and employment. Responses are generally clear and accurate, though may contain some errors. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by a range evidence. <i>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 developed and one underdeveloped point (showing some range and some depth).</i>	20 12 AO1 1a/1b	<u>AO1 Knowledge and understanding</u> Examples of ways which might be considered would include: • Gender pay gap • Horizontal segregation/women concentrated in certain sectors. • Vertical segregation/Top jobs • Glass ceiling (Loden) • Women in business eg few women CEOs, senior management. • Sexual harassment • Insecure work • Shared parental leave/women's childcare responsibilities. Few men take parental leave. • Social mobility: Women less likely to be upwardly mobile and more likely to be downwardly mobile than men (Li and Devine, 2011) • Some candidates may also discuss inequalities in relation to unpaid work such as domestic labour. Some candidates may also consider ways in which men are disadvantaged in work and employment: • Most dangerous jobs: these are mainly performed by men, • Unemployment: Men are slightly more likely to be unemployed. • Paternity leave: Men have more limited rights to paternity leave than women do to maternity leave.

Level 2: 4–6 marks The candidate shows a basic knowledge and understanding of at least one way in which gender inequalities still exist in work and employment in the UK today. The response lacks depth or range. Knowledge and understanding of evidence, theories and concepts may be partial, inaccurate, confused, implicit and/or undeveloped. The information has some relevance and is presented with limited of structure. The information is supported by some limited evidence. <i>There will typically be two underdeveloped points or one developed knowledge point.</i> Level 1: 1–3 marks The candidate shows limited knowledge and understanding of ways in which gender inequalities still exist in work and employment in the UK today. The response may be narrow and undeveloped and shows considerable inaccuracy and lack of clarity. The candidate may simply describe an aspect of gender inequality without linking it to work and employment. The information is limited and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. <i>All points will typically be undeveloped/unsubstantiated points or a vague representation.</i> 0 marks: No relevant knowledge or understanding. <u>AO2: Application</u> Level 4: 7–8 marks The candidate shows an excellent ability to apply sociological knowledge. A wide range of material is explicitly and consistently related to the question. Level 3: 5–6 marks The candidate shows a good ability to apply sociological knowledge. A range of material is explicitly related to the question but this may not be consistently applied. Level 2: 3–4 marks	8 AO2 1a	Some candidates may also consider ways in which inequalities in other areas of social life can have an impact on work and employment (intersectionality): • Inequalities in educational – subject choice disparities lead to girls having access to high salary careers denied before they leave school. • Gender-role socialisation in family (Oakley, Dunscombe, Hoschild) - socialises girls in traditional gender/conjugal roles which lead to women staying at home to take on child-rearing responsibilities, rather than paid work. • Gendered inequalities in the criminal justice system – profiling of males (young, ethnic minority) lead to criminal records and difficulties in gaining paid employment. Candidates may also cite older data from the OCR textbook or elsewhere. When considering the accuracy of statistics, it is important to note that candidates may have referred to different years and/or different sources. Some candidates may attempt to apply theoretical or conceptual approaches to gender inequalities. These may be credited as long as candidates link material to the question. Examples might include: • Marxist feminism: women have been allocated roles as performers of unpaid labour in the home and also act as a reserve army of labour for paid work (e.g. Benston 1972, Breugel 1979). • Radical feminism: Women are victims of patriarchy. In the workplace women are kept in subordinate roles because of sexism in hiring and promotion and maybe subjected to sexual harassment.
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	The candidate shows a basic ability to apply sociological knowledge. The material is related to the question occasionally and mainly implicitly. Level 1: 1–2 marks The candidate shows a limited ability to apply sociological knowledge. The material is only implicitly related to the question and mainly irrelevant or of marginal relevance. 0 marks: No relevant sociological application.	• Dual labour market theory: Women tend to be confined to the secondary labour market where jobs are lower paid, more insecure and with fewer prospects of advancement because they do not exhibit the characteristics male employers and managers look for in recruiting into the primary labour market. <u>AO2: Application</u> The selected knowledge should be directly related to the specific question. <i>Candidates should normally be awarded for AO2 in the same band as AO1. However, if knowledge is poorly applied to the question they should be awarded at the bottom of the relevant band.</i>
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Question	Answer	Marks	Guidance
6*	Assess Weberian explanations of social inequality. <u>AO1: Knowledge and understanding</u> Level 4: 13–16 marks The candidate shows an excellent knowledge and understanding of Weberian explanations of social inequality. The response demonstrates knowledge of a wide range of sociological material in depth, including clear understanding of sociological concepts and theory; the material is generally accurate. At the bottom of the band material may be slightly less developed. 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> Level 3: 9–12 marks The candidate shows a good knowledge and understanding of Weberian explanations of social inequality. The response shows knowledge and understanding which has either range or depth. There will be some understanding of sociological evidence, theory and/or concepts but more superficial and under-developed. Responses are generally clear and accurate, though may contain some errors. 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 three 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, or three underdeveloped points (showing some range and some depth).</i> Level 2: 5–8 marks The candidate shows a basic knowledge and understanding of the view. The response lacks range and depth, and may occasionally be unclear or inaccurate, and contain errors. Knowledge and understanding of concepts may be partial, inaccurate and	40 16 AO1 1 a/1b	<u>AO1 Knowledge and Understanding</u> In terms of knowledge candidates should show understanding of what is meant by Weberian explanations and associated concepts. This a very broad question so candidates should not be expected to consider every form of social inequality. Answers which show an understanding of the key concepts and apply them in a relevant way should be rewarded. The following are examples of points which might be covered: • Weber's theory of stratification and concepts of class, status and party. Other associated concepts such as market situation, power, social closure and life chances. • Weberian approaches as a critique of Marxism, e.g. conflicts exist along many dimensions not merely social class. Classes not necessarily polarised but fragmented. Pessimism about socialist revolution. • As a pioneer of social action theory Weber helped develop an interpretivist approach which allows sociologists to view social inequalities from the standpoint of those affected by them. • Research on social mobility and life chances linking to social class or other inequalities e.g. Goldthorpe et al, studies of health inequalities e.g. Townsend et al. • Research on upper class, elites and social closure e.g. Scott. • Multi-class models influenced by Weber and concept of middle class or classes e.g. Hope-Goldthorpe scale, NS-SEC scale, fragmentation of middle class e.g. Payne. • Dual labour market theory (Barron and Norris), could be applied to class, gender, ethnicity or age.

undeveloped or omitted. There may be reliance on anecdotal examples. 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 points or one developed evaluative point at the top of the level. Towards the bottom of the level there may be one underdeveloped alongside an undeveloped/unsubstantiated point.</i> Level 1: 1–4 marks The candidate shows a limited knowledge and understanding of the view. The response lacks range and depth and shows considerable inaccuracy and lack of clarity; the candidate may simply describe an aspect of inequality in general. There is likely to be a tendency towards common sense knowledge. 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 underdeveloped, or one or more undeveloped/unsubstantiated points, or vague representation.</i> 0 marks: No relevant sociological knowledge or understanding. <u>AO2: Application</u> Level 4: 7–8 marks The candidate shows an excellent ability to apply sociological knowledge and evidence both for and against the view. The material is explicitly and consistently related to the question. The candidate will make explicit reference to the view in the question and links material to it in a number of places Level 3: 5–6 marks The candidate shows a good ability to apply sociological knowledge and evidence to the question. Some material is explicitly related to the view. Level 2: 3–4 marks	8 AO2 1a	• Vertical and horizontal segregation of labour market by gender, could be linked to Weberian concepts of market situation and social closure. • Rex and Tomlinson underclass theory. • Parkin negatively privileged status groups, applicable to ethnicity and age. • Other studies of age drawing on Weberian theory e.g. activity theory (Havinghurst) or exchange theory (Turner). <u>AO2: Application</u> The selected knowledge should be directly related to the specific question. Candidates should show how specific pieces of evidence support a Weberian approach or incorporate Weberian concepts rather than just listing studies. <i>Candidates should normally be awarded for AO2 in the same band as AO1. However, if knowledge is poorly applied to the question they should be awarded at the bottom of the relevant band.</i> <u>AO3: Evaluation</u> The following are examples of points which might be covered: • Functionalism (e.g. Parsons, Davis and Moore) Social stratification is a unifying rather than divisive feature of society as implied by Weberian approaches. • Marxism (e.g. Marx, Westergaard and Resler) Weberian approaches obscure the fundamental division of capitalist societies along the lines of social class and the role capitalism plays in creating social inequalities. • Feminism (e.g. Abbott and Wallace) Weberian approaches tend to downplay the fundamental importance of gender inequalities and patriarchy. Social class models based on Weberian approaches tend to be based on male occupations (Arber et al).
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The candidate shows a basic ability to apply sociological knowledge to the question and the answer will be lacking focus. The material is related to the view occasionally and mainly implicitly. Level 1: 1–2 marks Candidates show a limited ability to apply sociological knowledge to the question. The material is only implicitly related to the view and mainly irrelevant or of marginal relevance. 0 marks: No relevant sociological application. <u>AO3: Analysis and evaluation</u> Level 4: 13–16 marks Candidates show an excellent ability to evaluate and analyse the view that Weberian approaches offer the best way for sociologists to understand different kinds of social inequalities. Responses will include a wide range of sustained and explicit evaluative arguments with a reflective tone throughout. There will be a discussion of different theoretical approaches. At the top of the level answers will reach a conclusion. At the bottom of the level the evaluation may be lacking depth and/or detail at times. At the bottom of the level the evaluation may be slightly less developed. <i>There will typically be four well-developed evaluative points, or three well-developed points and one underdeveloped point towards the bottom of the level.</i> Level 3: 9–12 marks The candidate shows a good ability to evaluate and analyse the view. Responses will demonstrate range or depth of evaluation. Different theoretical approaches and/or evidence are likely to be compared briefly. The candidate may reach a brief conclusion. <i>There will typically be three 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, or</i>	16 AO3 1/2/3	• Critical race theory (e.g. Delgado and Stefencic) gives racism and ethnic inequality a much more central place in understanding social inequality than Weberian approaches. • New Right (e.g. Murray) critiques the Weberian view that economic structures impact class and status positions, in relation to their view that socio-economic position and status is a by-product of meritocratic structures, individual responsibility, intelligence etc. • Postmodernist approaches (e.g. Pakulski and Waters) argue traditional class theory, including Weberian, is no longer relevant as people are now stratified by cultural rather than economic differences. • Candidates may also offer criticisms of specific Weberian theories or studies, e.g. criticising Rex and Tomlinson because many members of ethnic minorities have achieved upward mobility into privileged positions in UK society. Weberian/social action approaches to age inequality tend to focus on subjective experiences of ageism rather than wider structural reasons for age inequality e.g. institutional ageism.
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	<i>three underdeveloped points (showing some range and some depth).</i> Level 2: 5–8 marks Candidates show a basic ability to evaluate and analyse the view. The response lacks range and depth. Responses are likely to offer a few generalised, evaluative points with little supporting evidence or argument. If present, sociological evidence is likely to be juxtaposed simply and implicitly. If present, the conclusion is likely to be summative rather than evaluative. <i>There will typically be two underdeveloped points or one developed evaluative point at the top of the level. Towards the bottom of the level there may be one underdeveloped alongside an undeveloped/unsubstantiated point.</i> Level 1: 1–4 marks Candidates show a limited ability to evaluate and the view. Evaluation is implicit, minimal, unbalanced, assertive or tangential to the main issue. There is unlikely to be a conclusion. <i>There will typically be one underdeveloped, or one or more undeveloped/unsubstantiated points or assertion.</i> 0 marks: No relevant sociological evaluation, analysis or assertive tone.		
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