



GCE A LEVEL MARKING SCHEME

SUMMER 2017

**A LEVEL (NEW)
SOCIOLOGY – UNIT 4 SOCIAL INEQUALITY AND
APPLIED METHODS OF SOCIOLOGICAL ENQUIRY
1200U40-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2017 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

Notes for examiners

The mark scheme for each question is in two parts. Part 1 is advice on the specific question outlining indicative content which can be used to assess the quality of the candidate's response. The content is not prescriptive nor are candidates expected to cover all the material mentioned.

Part 2 is an assessment grid advising bands and associated marks that should be allocated to responses which demonstrate the qualities need in AO1, AO2 and, where appropriate, AO3. Where a response is not creditworthy or not attempted it is indicated on the grid as NRSP (No relevant sociological point).

Reference to examples and evidence drawn from the study of Welsh culture and society will be credited.

GCE A2 (NEW)

SOCIOLOGY

SUMMER 2017 MARK SCHEME

Unit 4 - Social Inequality and Applied Methods of Sociological Enquiry

Laidler and Hunt were interested in finding out more about the relationship between gender and gang membership in the San Francisco Bay area. They decided to adopt an ethnographic approach for their research which was conducted over a period of 10 years. The researchers used in depth interviews with a mix of 141 male and female gang members. The data collected revealed that gang membership involves clearly defined roles which are linked to gender expectations. The gang is used as a means of social control with strategies employed to ensure conformity. The researchers found that expectations of the girls in the gang were much the same as those for girls who do not belong to gangs.

Source: Laidler, K.J. and Hunt, G. "Accomplishing femininity among the girls in the gang", 2001 British Journal of Criminology.

1. (a) Identify and explain two reasons why the researchers decide to adopt an ethnographic approach in their research. [10]

There should be two reasons for AO1 band 3. These reasons can be theoretical, practical or methodological and must contain technical language. For AO2 band 3 the reasons must be contextualised and explained with reference to methodological issues.

Indicative content

The answer should be contextualised.

- This approach is designed to gather detailed information which was required in this research.
- Because it was done over a long period it would encourage people to feel comfortable and behave naturally producing valid data.
- It is a potentially sensitive topic so it was important to ensure that people felt relaxed and not intimidated to increase validity. So fitting in and being part of the group should have done this.
- People are not constrained by questions so they can speak and behave freely; thus increasing validity.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>
3	4 marks Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	5-6 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/question.
2	2-3 marks Answers demonstrate some knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question	3-4 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question.
1	1 mark Answers demonstrate basic knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	1-2 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/question.
	0 marks NRSP	0 marks NRSP

- (b) As an A level student, you have been asked to design a research project to collect data on the role that friendship plays in a sample of people in your area.
- (i) Describe each stage of your research design, justifying the reasons for your choice at each stage.
- (ii) Discuss problems that may occur and the impact of these problems on the quality of the data collected. [30]

Answers should demonstrate the ability to make sense of sociological debates, offer sociological examples and explain sociological concepts. Answers need to use key terminology. Credit will be given to effective discussion where there is evidence of detailed and wide ranging knowledge. Where answers demonstrate all abilities to the highest standard, then they will be consistent with Band 4. However, answers demonstrating knowledge but fewer skills of interpretation and discussion may achieve Band 4 for AO1 but lower bands for AO2 and AO3.

The research design should be ethical, achievable and appropriate to the theme of the proposed study. Candidates should make their choices, justify their research approach and design in the context of the problem. Potential problems must also be identified.

Indicative content

Expect to see the following stages addressed in the proposed design:

- Operationalisation of key terms
- Sampling
 - population
 - sampling technique
 - access
- Research method
- Ethical issues
- Practical considerations.

Expect to see the research design justified and potential problems identified in relation to key methodological concepts and other relevant issues such as:

- Ethics
- Validity
- Reliability
- Practical considerations
- Generalisability
- Representativeness
- Operationalisation.

Band	AO1 <i>element 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	9-10 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	9 -10 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/question.	9-10 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined.
3	6-8 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	6-8 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. Some of which are applied and interpreted in the context of the debate/question.	6-8 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/ evidence examined.
2	3-5 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	3-5 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	3-5 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/ concepts/ evidence examined.
1	1-2 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	1-2 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question.	1- 2 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/ concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

Social Inequality

2. (a) Identify two areas of life in contemporary society where there is evidence of class inequality. Illustrate your answer with reference to evidence for each area identified. [20]

Answers should identify two areas. For both areas answers should use appropriate evidence; official statistics and sociological research. The AO2 marks are for selection and explanation of appropriate evidence. For band 4 AO1 there should be more than one piece of evidence cited for each area identified.

Evidence will link to two areas and can cite the same dimension of inequality in each or different dimensions.

Indicative content

Education

- Differential attainment, Youth Cohort Study, DfES statistics showing differences linked to social class.
 - Forsyth and Furlong
 - Callendar and Jackson
 - Gilchrist Phillips and Ross
 - Ball
 - Sullivan
 - Reah

Crime

- Patterns of offending, official police statistics, Crime Survey England and Wales and prison population linked to social class.
 - Glueck and Glueck
 - Walmsley
 - Maguire
 - Hughes and Langan
 - Croall

Health

- Health inequalities and social class, patterns of morbidity and mortality, Black Report, Acheson Report.
 - CIPR research
 - General Household Survey
 - Sahw et al
 - Wilkinson

Other areas could also be used such as work, the family, media if relevant

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>
4	9-10 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	9-10marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
3	6-8 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	6-8 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
2	3-5 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	3- 5 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
1	1-2 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	1 - 2 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question.
	0 marks NRSP	0 marks NRSP

- (b) Evaluate the view that social inequality is functional for both individuals and society [40]

Answers will make judgements of sociological concepts, theory, controversy or sociological debate. The answer will focus on the debate in the question. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. Where answers demonstrate all abilities to the highest standard then they will be consistent with Band 4. However, answers demonstrating knowledge but fewer skills of assessment, judgement and evaluation may achieve Band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- Expect reference to functionalists such as; Parsons, Durkheim, Davis and Moore.
- Expect reference to ideas such as the notion of effective role allocation and meritocracy; the inevitability and functionality of stratification and social inequality.
- New Right ideas as a defence of functionalism; Saunders.
- Consideration of the growing gap between rich and poor.
- Recent industrial action by junior doctors and what this might suggest about the functionality of social inequality.
- Marxist criticisms of functionalism such as the notion of lack of meritocracy with appropriate evidence and examples such as Bourdieu and Sullivan, Althusser but that this is functional for capitalist society.
- Functionalist ideas about the functionality of gender roles which are functional for society but not for individuals.
- Feminist ideas relating to particular inequalities experienced by females such as the pay gap vertical and horizontal segregation of jobs
- Reference may be made to recent political, social or public debate.
- Ideas should be compared and evaluated with reference to supporting evidence with an emphasis on the usefulness of functionalism.

Band	AO1 <i>element 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	9-11 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	9-11 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/question.	15-18 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined.
3	6-8 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	6-8 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. Some of which are applied and interpreted in the context of the debate/question.	10-14 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/ evidence examined.
2	3-5 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	3-5 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.	5-9 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/ concepts/ evidence examined.
1	1-2 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	1-2 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question.	1-4 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/ concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

3. (a) Identify two areas of life in contemporary society where there is evidence of social inequality. Illustrate your answer with reference to evidence for each area identified. [20]

Answers should identify two areas. For both areas answers should use appropriate evidence; official statistics and sociological research. The AO2 marks are for selection and explanation of appropriate evidence. For band 4 AO1 there should be more than one piece of evidence cited for each area identified.

Indicative content

Education

- Differential attainment, Youth Cohort Study, DfES statistics showing differences linked to social class.
- Underachievement of boys, 'failing boys', Mitsos and Browne, Connolly
- Exclusion rates linked to ethnicity.
- Financing difference between England and Wales.

Crime

- Patterns of offending, official police statistics, Crime Survey England and Wales and prison population linked to social class.
- Lower representation of females in official crime statistics.
- Over-representation of some ethnic minority groups in the criminal justice system Bowling and Phillips, Hood.
- Over representation of youth in criminal statistics.

Health

- Health inequalities and social class, patterns of morbidity and mortality, Black Report, Acheson Report.
- Economic and social position of women leading to higher sickness rates Graham, Popay and Bartley.
- Social isolation and fear of racism amongst some Asian women leading to ill health Nettleton.
- Poverty and health inequality in Wales

Other areas could also be used such as work, the family, media.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>
4	9-10 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	9-10marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
3	6-8 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	6-8 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
2	3-5 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	3- 5 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
1	1-2 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	1 - 2 marks Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/ concepts/ evidence in the context of the debate/question.
	0 marks NRSP	0 marks NRSP

- (b) Evaluate the usefulness of Weberian explanations of social inequality. [40]

Answers will make judgements of sociological concepts, theory, controversy or sociological debate. The answer will focus on the debate in the question. Credit will be given to the effective use of supporting sociological evidence/theories and concepts. Where answers demonstrate all abilities to the highest standard then they will be consistent with Band 4. However, answers demonstrating knowledge but fewer skills of assessment, judgement and evaluation may achieve Band 4 for AO1 but lower bands for AO2 and AO3.

Indicative content

- There should be a sound and accurate understanding of Weberian theory and its focus on class, status and party as the significant variables explaining social inequality.
- Class and its significance; market situation four classes; privileged, petty bourgeoisie, white collar workers, manual workers.
- Status; different dimensions of inequality such as gender, age, ethnicity and discussion of how useful this is to our understanding of social inequality.
- Party; access to decision making power with examples of pressure or interest groups.
- Supporters of the view; Bottero, Giddens.
- The non- reductionist features of the theory.
- Criticisms that Weber's ideas "water down" and detract from focusing on the real sources of social inequality such as Feminists who argue that gender is the most important variable in explaining social inequality
- Criticism from postmodernists; Waters.
- Marxist ideas and the significance of class.
- Reference may be made to recent political, social or public debate.
- Ideas should be compared and evaluated with reference to supporting evidence.

Band	AO1 <i>element 1a & 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	9-11 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	9-11 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/question.	15-18 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/ concepts/ evidence examined.
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	0 marks NRSP	0 marks NRSP	0 marks NRSP