



GCE A LEVEL MARKING SCHEME

SUMMER 2019

**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 2019 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.

Unit 4 - Social Inequality and Applied Methods of Sociological Enquiry

The British Crime Survey.

The British Crime Survey is a large scale piece of research which attempts to discover accurate information about crime rates and types of crime in the UK. Structured interviews were the chosen research method and for the first time in 1996 computer assisted structured interviews were used. This involved allowing the respondent to read standardised questions on the screen and answer the questionnaire directly into the computer. The sample to be interviewed was selected from areas around the UK in an attempt to represent the population as a whole. The survey included questions on a range of topics, one of which was domestic violence. Structured interviews have many advantages and the use of computers helps to make this method even more useful with certain topics.

Adapted from Moore, S., Aiken, D., Chapman, S. Sociology AS for AQA Collins

- (a) Identify and explain two reasons why the researchers decided to use structured interviews 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 method uses standardised questions so comparative data can be produced to compare different geographical locations, genders, ethnic groups, age and class
- The method can use computers so should encourage people to feel comfortable and answer personal questions truthfully thus producing valid data.
- Because an interviewer is present they can assist where necessary
- Standardised questions are more reliable and can be repeated in the same way and should get the same results
- Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a
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 Sociology student, you have been asked to design a research project to collect qualitative data on the role of grandparents amongst a sample of families with young children 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 brief. They should pay close attention to the reasons for their choices as they have no hints in the brief such as representative sample or qualitative/ quantitative data. 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 element 1a & 1b	AO2 element 1a	AO3 strands 1-3
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 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:

NB the answer could look at one dimension such as gender/ class/ or ethnicity, or two dimensions but in either case evidence from two areas must be presented

Education

- Differential attainment, Youth Cohort Study, DfES statistics showing differences linked to social class/ ethnicity or gender.
- Underachievement of boys, particularly ethnic minority boys; Sewell and black masculinity 'failing boys', Mitsos and Browne, Connolly
- Exclusion rates linked to ethnicity.
- Feinstein, Callendar and Jackson....class
- Mirza, Fuller

Crime

- Patterns of offending, official police statistics, Crime Survey England and Wales and prison population linked to ethnicity/ gender/class.
- Canteen culture; Holdaway, MacPherson
- Over-representation of some ethnic minority groups in the criminal justice system Bowling and Phillips, Hood.
- The growth of Islamophobia
- White collar crime

Health

- Health inequalities linked to gender/class/ ethnicity, patterns of morbidity and mortality,
- Economic and social position of some groups leading to higher sickness rates
- Social isolation and fear of racism amongst some Asian women leading to ill health Nettleton.
- Poverty and health inequality in Wales linked to the social position of certain groups.

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

Band	AO1 elements 1a & 1b	AO2 element 1a
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

2. (b) Evaluate sociological explanations of social class 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 NB: This question may produce descriptive answers; these may score highly on AO1 but will not do so on AO2 or AO3

- Marxist ideas and the significance of class.
- The distribution of wealth and income and the growing gap between rich and poor
- Reference may be made to recent political, social or public debate; employment such as zero hours contracts, temporary/ fixed term contracts and their impact
- Ideas should be compared and evaluated with reference to supporting evidence.
- There should be a sound and accurate understanding of Marxist theory and its focus on class inequalities in explaining social inequality.
- Functionalist ideas and the notion of meritocracy used to criticise Marxism
- 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.
- Weberian ideas about class and its significance; market situation four classes; privileged, petty bourgeoisie, white collar workers, manual workers.
- Weber's ideas about status; different dimensions of inequality such as gender, age, ethnicity and discussion of how useful this is to our understanding of social inequality...used to assess Marxist ideas
- Weber's ideas about Party; access to decision making power with examples of pressure or interest groups ditto
- Supporters of the view; Bottero, Giddens.
- The non- reductionist features of the theory.
- Criticism from postmodernists; Waters.
- Feminist criticisms and supporting ideas
- Reference may be made to recent political, social or public debate for example, recent industrial action by junior doctors and what this might suggest about the functionality of social inequality
- Ideas should be compared and evaluated with reference to supporting evidence with an emphasis on the evaluation of Marxism.
- Any other relevant point.

Band	AO1 element 1a & 1b	AO2 element 1a	AO3 strands 1-3
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 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.

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
Reay

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
Shaw et al
Wilkinson

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

Band	AO1 elements 1a & 1b	AO2 element 1a
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.
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	0 marks NRSP	0 marks NRSP

3. (b) Evaluate sociological explanations of ethnic inequalities in the UK. [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:

- Racism: individual/cultural; Barker and institutional with relevant research/examples such as MacPherson Report
- Cultural: immigrant-host model; Patterson with criticisms to evaluate
- Weberian; dual labour market, Barron and Norris
- Underclass; Rex and Tomlinson, Murray
- Marxist; Castles and Kozack, Miles; racialised class fraction, scapegoating, divide and rule, reserve army of labour. Evidence to support the impact of class could be taken from areas studies such as education, crime, health
- Pilkington used to criticise.
- The notion that some people experience multiple disadvantage so that prejudice and discrimination is combined with material disadvantage and possibly sexism so that a single explanation of the lived experiences of individuals is difficult.
- Post-modern ideas; Owen and Green, Moddood; hybridity.
- Any other relevant point.

Band	AO1 element 1a & 1b	AO2 element 1a	AO3 strands 1-3
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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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