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# **GCE A LEVEL MARKING SCHEME**

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**SUMMER 2018**

**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 2018 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.

**WJEC GCE A LEVEL SOCIOLOGY - UNIT 4  
SOCIAL INEQUALITY AND APPLIED METHODS OF SOCIOLOGICAL ENQUIRY**

**SUMMER 2018 MARK SCHEME**

**Talking about poverty**

The Joseph Rowntree Foundation recently commissioned a study into the experiences of living in poverty. The study, which was one of five was conducted in Teesside's main town Middlesbrough between 2008 and 2010. It aimed to achieve a better understanding of the everyday lives of the poor and how and why people become trapped in the low pay, no-pay job cycle. The researchers conducted 60 in depth interviews with both men and women who had first-hand experience of unemployment and low pay. The study generated rich information and the researchers concluded that there is a stigma attached to being poor. Those living in poverty often don't regard themselves as poor, resisting the label and the stigma attached to it.

*Adapted from "Talking about poverty" Tracy Shildrick and Rob MacDonald in Sociology Review February 2015*

- (a) Identify and explain **two** reasons why the researchers decided to use in depth 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 is designed to gather detailed information which was required in this research.
- The method should encourage people to feel comfortable and speak in detail about their experiences thus producing valid data.
- It is a sensitive topic, so it was important to ensure that people felt relaxed and not intimidated to increase validity. So, taking time to allow people to say whatever they wanted to say should have done this.
- People are not constrained by pre -set questions so they can speak and behave freely; thus increasing validity.
- Any other relevant point.

Band	AO1 <i>elements 1a &amp; 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 social networking sites play in the lives of a sample of people from 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. They should not be rewarded highly if they demonstrate assumptions about who uses social networking sites in their sampling choices. 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 &amp; 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 gender 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 - DfES patterns of attainment.
- Health; Lyng and risk, Millar and Glendenning; higher rates of poverty among women = poorer health, Popay and Bartley; domestic labour affects the health of women.
- Crime and deviance - prison population and conviction rates ONS, Chivalry thesis; Graham and Bowling, Allen.
- Family inequalities relating to gender such as:
  - division of labour; Duncombe and Marsden, Leonard, Edgell, British Social Attitudes Survey, Ferri & Smith childcare,
  - domestic violence; Stanko
  - power; Pahl, Vogler
- Work and pay; vertical/horizontal segregation, evidence from EOC, DWP.

Other areas could also be used such as media if relevant.



Band	AO1 <i>elements 1a &amp; 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.	9-10 marks 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 Marxist 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**

- 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 <i>element 1a &amp; 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 ethnic 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, particularly ethnic minority boys; Sewell and black masculinity 'failing boys', Mitsos and Browne, Connolly.
- Exclusion rates linked to ethnicity.
- Mirza, Fuller.

#### Crime

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

#### Health

- Health inequalities and ethnicity, patterns of morbidity and mortality.
- Economic and social position of some ethnic minority 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 minority groups.

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

Band	AO1 <i>elements 1a &amp; 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.	9-10 marks 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.
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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.
	0 marks NRSP	0 marks NRSP

3. (b) Evaluate the usefulness of feminist 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**

Answers should include a discussion of feminist theories such as:

- Radical patriarchy with evidence and examples used to evaluate, Cootes and Campbell, Abbott and Wallace and critics such as Morgan, Rowbotham.
- Liberal, with evidence and examples used to evaluate, gender inequalities can be solved with better socialisation and legislation, consideration of this view in light of legislation such as Sex Discrimination Act, Equal Pay Acts and recent statistics from ONS on work and pay, the impact of changes to reading schemes and the changing expectations of women.
- Marxist, with evidence and examples used to evaluate Dual systems theory, Skeggs, Reserve army of labour, Freedman, Delamont.
- Walby, triple systems theory with evidence and examples used to evaluate.
- Patterns of gender inequality linked to explanations for the patterns and the usefulness of feminist ideas.
- Alternative explanations/theories of gender inequality and other types of inequality should also be considered such as:
  - functionalist explanations of inequalities in work used to evaluate feminist claims about patriarchy such as human capital criticised by Olsen and Walby whose work could be used to defend the notion of patriarchy
  - Marxist; the notion that class is the only real explanation for inequality.
- Concepts such as “genderquake” and the changing nature of the role of women used to consider the relevance of patriarchy in contemporary society and as evaluative tools to address the terms of the question.

The answer should address the usefulness of feminist ideas in explaining all types of inequality such as ethnic inequality and class inequality.

Band	AO1 <i>element 1a &amp; 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
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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