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# **GCE A LEVEL MARKING SCHEME**

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**SUMMER 2023**

**A LEVEL  
SOCIOLOGY – UNIT 4  
1200U40-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2023 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 A LEVEL SOCIOLOGY – UNIT 4

### SOCIAL INEQUALITY AND APPLIED METHODS OF SOCIOLOGICAL ENQUIRY

#### SUMMER 2023 MARK SCHEME

#### SECTION A: Applied methods of sociological enquiry

Read the following item and answer **all** the questions.

#### Compulsory question

#### Girls' Annual Attitudes Survey

For 10 years the Girl Guides organisation has been conducting annual surveys of girls and young women. The surveys aim to explore changes in girls' attitudes and behaviour over time. In 2018 1,903 girls and young women aged between 7-21 from all parts of the UK took part in the survey. The researchers used different types of interviews as their chosen research method. Most interviews were conducted online but for school age children face to face interviews took place in school. The researchers asked about a range of things including attitudes to gender roles in the home, attitudes to school and hopes and aspirations for the future. Because the surveys have been conducted over 10 years the researchers can measure changes in attitudes. For example, 43% of girls aged 7-10 enjoy ICT at school compared to 19% in 2009.

We See the Big Picture. Girls Attitudes Survey 2018 [www.tinyurl.com/yamkkfmk](http://www.tinyurl.com/yamkkfmk).

1. (a) Identify and explain **two** reasons why the researchers decided to use different types of 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 reasons should be contextualised.**

- Interviews help to ensure that the sample remains representative because there is less drop out; important in this research because a representative sample was required to enable the researchers to make comparisons.
- Structured interviews allow the researchers to collect qualitative and quantitative data. This is very important when looking at patterns and trends.
- Interviews, particularly face to face, help to encourage people to feel comfortable and answer honestly producing valid data. The survey asked about potentially sensitive topics so this was important and, more importantly, face to face interviews were more appropriate for younger children. They are potentially more ethical and potentially generate more accurate data.
- Face to face interviews with the younger girls would have enabled the researchers to ensure safeguarding.

- Online interviews enabled the researchers to reach a large sample but also to establish some rapport with interviewees and this may have enhanced the willingness of the interviewees to answer truthfully and so, potentially, enhance the validity of the data.
- Interviews allow people have time to think about their answers thus increasing validity.

NB Be careful to note that the researchers used quantitative not qualitative methods so don't credit answers that refer to unstructured interviews and talk generally about different types of interview.

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

- (b) As an A level Sociology student, you have been asked to design a research project to collect quantitative data on the types of childcare used by 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 problem. 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.

The main sections will be: method, sampling and ethical issues. Each will be justified in the context of the task and problems and impact explained in the very best answers. Technical language should be used for top bands.

Any design that is generic should not be in top band for AO2 or AO3. The method chosen should be quantitative.

<b>Band</b>	<b>AO1 element 1a &amp; 1b</b>	<b>AO2 element 1a</b>	<b>AO3 strands 1-3</b>
<b>4</b>	<p><b>9-10 marks</b></p> <p>Answers demonstrate <b>detailed</b> knowledge and understanding of sociological theories/concepts relating to the context of the question. The design will outline the method, sampling and ethical issues in detail with reference to technical language.</p>	<p><b>9 -10 marks</b></p> <p>Answers demonstrate <b>accurate</b> and relevant selection of appropriate sociological theories/concepts. These are applied and interpreted in the context of the question. The proposed design will be justified in detail in the context of the brief.</p>	<p><b>9-10 marks</b></p> <p>Answers demonstrate <b>detailed</b> examination of the proposed design. Logical criticisms will be offered based on explicit evaluation of the research design proposed. The strengths and <b>weaknesses [and impact]</b> of proposed choices will be identified for this band.</p>
<b>3</b>	<p><b>6-8 marks</b></p> <p>Answers demonstrate <b>some</b> knowledge and understanding of sociological theories/concepts relating to the context of the question. The design will outline the method, sampling and ethical issues with reference to some technical language.</p>	<p><b>6-8 marks</b></p> <p>Answers demonstrate <b>some</b> accurate and relevant selection of appropriate sociological theories/concepts. Some of which are applied and interpreted in the context of the question. Some of the proposed choices will be explained and contextualised</p>	<p><b>6-8 marks</b></p> <p>Answers demonstrate <b>some</b>, well-organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts examined. Some of the strengths, <b>weaknesses</b> [and impact] of proposed choices will be identified for this band</p>
<b>2</b>	<p><b>3-5 marks</b></p> <p>Answers demonstrate <b>basic</b> knowledge and understanding of sociological theories/concepts relating to the context of the question. The design will be basic and lacking detail with basic reference to technical language.</p>	<p><b>3-5 marks</b></p> <p>Answers demonstrate a <b>basic</b> ability to select, apply and interpret appropriate sociological theories/concepts in the context of the question.</p>	<p><b>3-5 marks</b></p> <p>Answers demonstrate <b>basic</b> arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts examined.</p>

1	<p><b>1-2 marks</b>  <b>Limited</b> in terms of knowledge and understanding of research design. Major stages missing.</p>	<p><b>1-2 marks</b>  Answers demonstrate <b>limited</b> ability to select and/or interpret and/or apply sociological theories/concepts in the context of the question.</p>	<p><b>1-2 marks</b>  Answers demonstrate <b>limited</b> argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts examined.</p>
	<p><b>0 marks</b>  NRSP</p>	<p><b>0 marks</b>  NRSP</p>	<p><b>0 marks</b>  NRSP</p>



## SECTION B: Social Inequality

Either,

2. (a) Identify **two** areas of life in contemporary society where there is evidence of gender inequality. Illustrate your answer with reference to supporting 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

**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

- Pay evidence on gender pay gaps from EOC, Chartered Management institute, Women and Work Commission, Social Trends, ONS
- Vertical segregation, with evidence from- EOC, ONS, Dept for Works and Pensions, Labour Force Survey
- Horizontal segregation, evidence from EOC, DWP, Equality and Human Rights Commission Reports [various]

### Health

- Lyng and notions of risk behaviour,
- Millar and Glendenning; higher rates of poverty among women=poorer health, Popay and Bartley; domestic labour affects the health of women
- Male health – less likely to access health services – ONS

### Crime and deviance

- Prison population and conviction rates ONS.
- Chivalry thesis; Graham and Bowling, Allen

Other areas could also be used if relevant.

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

- (b) Evaluate 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**

N.B. This question may produce descriptive answers; these may score highly on AO1 but will not do so on AO2 or AO3.

Ideas and evidence used to support the theory might include:

- 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 that allow for consideration of a range of factors that could impact on inequality is a real strength of the theory.

Ideas and evidence that could be used to criticise the theory might include:

- 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 with supporting evidence to support the criticism.
- Reference may be made to recent political, social or public debate.
- Ideas should be compared and evaluated with reference to supporting evidence.

Any other relevant point.

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

Or,

3. (a) Identify **two** areas of life in contemporary society where there is evidence of social inequality. Illustrate your answer with reference to supporting 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. Candidates can talk about one dimension of inequality or two but they must refer to two distinct areas.

### **Indicative content**

N.B. Where patterns are used, such as in education or crime, these must be linked to inequality, such as unequal treatment not merely describing difference.

#### **Education**

- Differential attainment [but only in the context of inequality, not difference], Youth Cohort Study, DfES statistics showing differences linked to social class.
- Underachievement of boys [but only in the context of inequality, not difference], '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; but used to demonstrate inequality, not difference.
- 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, if relevant.

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

- (b) Evaluate the view that gender is the most significant source of social inequality 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

NOTE: Candidates can approach this using evidence of gender inequality contrasted with evidence of other dimensions of inequality to reach a conclusion about whether gender is the most significant source of social inequality. Or, they may go down the theoretical route as outlined below. In either case there should be focus, commentary and judgement.

- Radical feminist ideas outlined and evaluated with reference to evidence and examples; Firestone, Millet
- Liberal feminist ideas outlined and evaluated with reference to evidence and examples; Oakley
- Marxist feminist ideas outlined and evaluated with reference to evidence and examples
- Black feminist ideas outlined and evaluated with reference to evidence and examples
- Walby; triple systems theory

*[note – it is perfectly acceptable for candidates to use evidence of gender inequalities that they may have referred to in the 20-mark question if they had decided to talk about gender inequality and the same applies to social class and ethnicity]*

Ideas and evidence that could be used to criticise or challenge the view might include:

- Usefulness of feminist ideas are compromised by lack of focus on males and to the exclusion of other factors such as class and ethnicity.
- Other theories examined in order to address examine the claim that gender is most significant source of social inequality.
- Marxist claims and use of evidence showing that social class is significant [evidence of social class inequalities should be used to support the criticism].
- Racist evidence showing that ethnicity is also a significant factor [evidence of ethnic inequalities should be used to support the criticism].
- There should be a judgement that gender is a source of inequality but not the only or most significant one.
- Any other relevant point.

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