



---

# **GCE A LEVEL MARKING SCHEME**

---

**SUMMER 2022**

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

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2022 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 2022 MARK SCHEME**

**Poverty in Wales 2018**

Analysis of secondary data provides important information for sociologists and policy makers. On behalf of the Joseph Rowntree Foundation, a team of researchers led by Helen Barnard analysed current and existing data on income and households. The researchers concluded that poverty is a problem in many parts of Wales. In 1994 Wales had the highest rates of working age poverty in the UK. Although this had improved by 2003, since then the rates of poverty have increased. Similarly, child poverty remains high in both England and Wales. Through close analysis of statistics spanning 25 years the researchers were able to identify patterns and trends. They discovered that there was a clear relationship between workless households and poverty. The researcher predicted that this problem is likely to increase as more households experience unemployment.

1. (a) Identify and explain **two** reasons why the researchers decided to study secondary data 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.

- It gives an insight into trends...
- It gives an insight into patterns...
- Informs policy makers
- Reliable
- Representative
- Practical
- Any other relevant point.

<b>Band</b>	<b>AO1 elements 1a &amp; 1b</b>	<b>AO2 element 1a</b>
<b>3</b>	<b>4 marks</b> Answers demonstrate detailed knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/ question.	<b>5-6 marks</b> Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/ question.
<b>2</b>	<b>2-3 marks</b> Answers demonstrate some knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question	<b>3-4 marks</b> Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/ question.
<b>1</b>	<b>1 mark</b> Answers demonstrate basic knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	<b>1-2 marks</b> Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/concepts/evidence in the context of the debate/ 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 data on the extent of and reasons for part-time working amongst a sample of young people in your local 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.

<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>9-10 marks</b> Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/ question.	<b>9-10 marks</b> Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/ question.	<b>9-10 marks</b> 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.
<b>3</b>	<b>6-8 marks</b> Answers demonstrate some knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/ question.	<b>6-8 marks</b> 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.	<b>6-8 marks</b> Answers demonstrate some, 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 basic knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/ question.	<b>3-5 marks</b> Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/ question.	<b>3-5 marks</b> Answers demonstrate basic 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 limited knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/ question.	<b>1-2 marks</b> Answers demonstrate limited ability to select and/or interpret and/ or apply sociological theories/concepts/ evidence in the context of the debate/ question.	<b>1-2 marks</b> Answers demonstrate limited 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

## 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:

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.  
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.



<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 detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>9-10 marks</b> Answers demonstrate a detailed 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 some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>6-8 marks</b> Answers demonstrate some 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 basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	<b>3-5 marks</b> Answers demonstrate a basic 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 limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>1-2 marks</b> Answers demonstrate limited 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 social inequality is functional and inevitable. [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

- Functionalist ideas and the notion of meritocracy
- 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.
  
- Marxist ideas
- 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 used to criticise functionalist claims.
- 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
- 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 detailed knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	<b>9-11 marks</b> Answers demonstrate accurate 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 detailed, 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 some knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	<b>6-8 marks</b> 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.	<b>10-14 marks</b> Answers demonstrate some, 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 basic knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	<b>3-5 marks</b> Answers demonstrate a basic 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 basic 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 limited knowledge and understanding of sociological theories/concepts/evidence relating to the context of the debate/question.	<b>1-2 marks</b> Answers demonstrate limited 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 limited 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

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 inequalities linked to ethnicity
- Underachievement of some boys, 'failing boys', Mitsos and Browne, Connolly
- Exclusion rates linked to ethnicity.
- Labelling and classroom studies; Mirza, Fuller Mac an Ghail

Crime

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

Health

- Health inequalities and ethnicity patterns of morbidity and mortality, Black Report, Acheson Report.
- Economic and social position of some minority groups 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 detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>9-10 marks</b> Answers demonstrate a detailed 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 some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>6-8 marks</b> Answers demonstrate some 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 basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	<b>3-5 marks</b> Answers demonstrate a basic 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 limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>1-2 marks</b> Answers demonstrate limited 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 sociological explanations of social inequalities in the contemporary 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.

Candidates may approach this by examining social inequalities and the explanations offered.

Or via an examination of theories of inequality. In either case, evidence should be utilised as an evaluative tool.

Indicative content

**Broadly:**

Class:

- Functionalism; inevitability and functionality of inequality; Davis and Moore, Saunders, Tumin
- Marxist; the notion that class is the only real explanation for inequality. Althusser, Bowles and Gintis
- Weber: class, status, party

Gender inequalities

- Feminist ideas

Ethnic inequalities

- 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
- Racism: individual/cultural; Barker and institutional with relevant research/examples such as MacPherson Report
- 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 detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>9-11 marks</b> Answers demonstrate accurate 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 detailed, 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 some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>6-8 marks</b> 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.	<b>10-14 marks</b> Answers demonstrate some, 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 basic knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>3-5 marks</b> Answers demonstrate a basic 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 basic 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 limited knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	<b>1-2 marks</b> Answers demonstrate limited 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 limited 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